2015 ANNUAL PERFORMANCE REPORT

California

JUNE2016

Race to the Top
Early Learning Challenge

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

California

2015

Due: February 29, 2016

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

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Race to the Top Early Learning Challenge

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General Information

1. PR/Award#:   S412A120003

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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: 07/01/2015   To: 06/30/2016

Approving Federal agency: ☑ ED   ☐ HHS   ☐ Other   Specify other:

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

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

California's Race to the Top - Early Learning Challenge (RTT-ELC) implements a unique approach that builds upon its local and statewide successes to create sustainable capacity at the local level and addresses the geographic and cultural diversity of California. Approximately 77 percent of the grant funding is being spent at the local level, via 17 original consortia and 14 mentee counties, to support the development and expansion of successful local Quality Rating and Improvement System (QRIS) efforts focused on improved outcomes for children with high needs.

As the RTT-ELC lead agency, staff from the California Department of Education (CDE) Early Education and Support Division (EESD) along with staff from First 5 California (F5CA) continued to serve as the RTT-ELC Implementation Team and provided Consortia and workgroup meeting planning and facilitation, technical assistance (TA) and support, and fiscal and programmatic oversight. Both locally and at the state, progress continued on the governance structures with representatives from the Governor's Administration (Department of Finance [DOF], California Department of Social Services [CDSS], and State Board of Education [SBE]), as well as consortia members, continuing to demonstrate strong commitment and collaboration during this fourth year of implementation.

Expansion of QRIS in California took root in 2015 with RTT-ELC grant serving as a foundation that resulted in the expansion of QRIS throughout the state. In 2015, the RTT-ELC QRIS efforts transitioned to a state-wide effort as a result of the release of the California State Preschool Program (CSPP) QRIS Block Grant and F5CA Improve and Maximize Programs so All Children Thrive (IMPACT) grant. During 2015, all 58 counties began participating in either one or both funding opportunities indicating program quality improvement is a major priority at the state and local level in preparing young children for lifelong success. Consortia report QRIS is now seen as the effective umbrella to connect all Quality Improvement (QI) efforts within the counties. One consortium wrote:

Under one Early Learning umbrella, all these systems are able to connect with each other and build. In addition, the new system creates one system which all providers (centers and homes) can see themselves and participate at different capacity.

Fresno County Office of Education

At the State Advisory Council on Early Learning and Care (SAC) and other stakeholder meetings, more early learning program providers are asking about QRIS, wondering what is happening at the local and state levels, and asking how they too can participate in this important effort.

During the fourth year of the grant, California moved forward with accomplishments in multiple areas while also encountering some lessons learned and challenges.

Accomplishments

The list of accomplishments in 2015 far outweighed the list of challenges expressed by consortia and reinforced the direction taken by California to build on local successes to create sustainable local capacity in order to address the geographic and cultural diversity of California. The top three accomplishments include:

Tiered Quality Rating and Improvement System (TQRIS) Implementation and Program Participation

Every consortium reported fully implementing their TQRIS, achieving both participation goals and timely completion of site ratings. In fact, consortia reported sites continued to have high interest in participating in QRIS and many consortia exceeded their enrollment targets while others have wait lists. In 2012, California was serving 475 sites and by 2015 they have increased 590 percent to 3,278 sites. The number of children served also has increased greatly. In 2012, 1,565 children were in participating sites and by 2015 it increased to 124,734.

Stakeholders, Partnerships, Leveraging and Aligning QRIS Efforts

The Consortia frequently highlights how RTT-ELC created an umbrella for other QI and funding efforts which left them poised for future funding. The statewide momentum that began with RTT-ELC has led to the release the First 5 IMPACT and CSPP QRIS Block Grant. Consortia members are proud of the strong participation in their community stakeholder meetings, focus groups, surveys, and planning team efforts, all of which allowed them to garner input on program elements and potential opportunities and impacts for their communities. Most consortia attributed their accomplishments to the collective commitments from multiple stakeholders. For example, one consortium wrote about their many and varied accomplishments in 2015, "These accomplishments were achievable through strong partnerships with community agencies, strong leadership and shared vision for quality improvement (First 5 El Dorado County)."

Communication Strategies and Community Outreach

The final accomplishment of 2015 was every consortium publicized their ratings. Consortia implemented multiple strategies to achieve this including: published site ratings on a newly-developed QRIS website; had the Resource and Referral Agency share the QRIS information with families; and empowering the early childhood provider to explain the quality rating to enrolled and visiting families. Reconciling what to publish and how to publish was not an easy task. One consortium wrote, "It was a significant achievement to have our QRIS Consortium and participating programs come to consensus on the appropriate format and language to use in publishing our ratings (First 5 Santa Clara County)."

Lessons Learned

The valuable and powerful partnerships between the Team and the Consortia, as well as across local consortia and regions, continue to provide lessons learned. Flexibility and patience continued to be crucial in the fourth year of implementation. One consortium wrote, "The first lesson we learned is that despite all the timelines and planning that goes into developing a QRIS system, it always takes longer than expected to develop the essential sustainable features of a system (First 5 Santa Barbara County)." Other key lessons learned include:

Program Participation and Continuous Quality Improvement (CQI) Efforts-Director Training

Another key lesson learned was the importance to individualize efforts to recruit,

incentivize, support, and retain providers and sites. Building a system that includes feedback from participating sites fosters ownership in QRIS activities and increases participants overall commitment to CQI. Specifically, consortia learned the importance of getting feedback from Family Child Care Home (FCCH) providers about how to best meet their unique needs and reduce their feelings of being overwhelmed by the requirements. Consortia found success in partnering with other agencies that had experience working with FCCHs and had gained their trust; tailoring incentives and coaching schedules/practices; and providing training in technology so they can fully participate in training and upload portfolio documents.

Other key items for CQI and rating success include:

- Focusing on center director training to ensure their engagement and ownership in sustainable QI efforts.

- Using data to drive CQI is essential. Thus, consistency and quality of data is paramount.

- Engaging colleges to participate in state-level efforts to offer evidence-based online coursework and cohort models which provide peer-to-peer support, especially for English Learners, is a viable way to overcome providers' reluctance to return to school.

- Providing release time to teachers for coaching, training, and reflective practice supports greater participation.

- Building site readiness for assessment and helping them understand QRIS is about more than just rating and can ensure other types of data and documentation required for site rating was easily accessible.

Challenges and Strategies to Address Challenges

As noted in California's application, implementation of RTT-ELC standards must address the diverse and unique needs of our vast state. Inherent in any implementation of this scale are logistical challenges, including effective communication, gaining and sustaining buy-in and engagement, and working within the bounds of multiple agencies and stakeholders.

TQRIS Implementation and the Rating and Monitoring Process

With more time to implement the TQRIS, consortia became clearer about the types of changes needed to the Rating Matrix. By far, the most significant challenge in 2015 was the cost of carrying out ratings. One consortium remarked with the number of sites participating in QRIS increasing, the cost of the "R" (rating sites) will leave little for the "I" (improvement) part of the QRIS. Even with the increased activity by F5CA Master Anchors, some consortia reported difficulty in competing for and retaining trained assessors. In 2016, it is anticipated that the larger California QRIS (CA-QRIS) Consortium will begin to explore a revision to the Rating Matrix based on implementation lessons, research, and cost factors. Consortia frequently reiterated the need to make sure new consortia understand the RTT-ELC history as they launch local QRIS efforts.

Also, while consortia have implemented data systems, extracting data that is useful for both

the state and local needs has been challenging. Consortia addressed these challenges by working toward a regional approach to rating, monitoring, and data system support by planning for a regional database administrator, project manager, and/or regional anchor to provide regional consistency and efficiencies in QRIS implementation.

Program Participation

Although most consortia reported success in recruiting programs to their TQRIS, the focus in 2015 was on meeting the needs and retaining specific types of providers, particularly, FCCH providers and programs serving a significant number of dual language learners (DLL). Consortia reported some FCCH programs feel challenged by the educational requirements and the time necessary for coaching and professional development (PD). Partnering with agencies that have an existing relationship with FCCHs and programs serving DLL helped to retain programs to a greater extent in 2015 than past years.
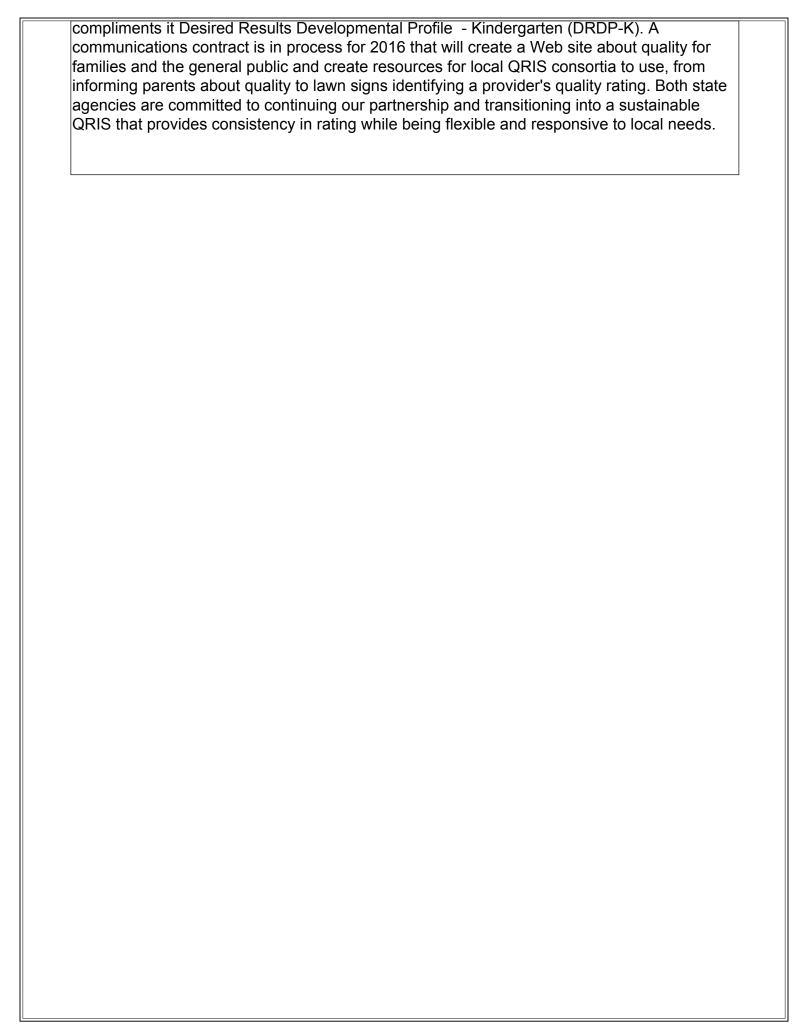
Consortia Staffing

The nature of staffing challenges in 2015 had to do with the transition of funded initiatives and local Lead Agency hiring regulations. Because each initiative (RTT-ELC, First 5 IMPACT, the Child Signature Program, CSPP Block Grant) is time-limited or has restrictions of how the funding can be spent, consortia reported difficulty in getting staffing expansion approved. With a more multi-faceted and comprehensive final TQRIS model than originally anticipated, the Consortia reported being challenged to have sufficient funds to rate, coach, evaluate, and administer a TQRIS with such ambitious goals. Several consortia addressed this challenge by adding internal staff, where possible, rather than contracting out, a more cost-efficient way to implement the project. Others began regionalizing certain functions to support staffing efficiencies and build capacity.

Planning Ahead

The Implementation Team is working to support the transition from RTT-ELC QRIS to a California QRIS (CA-QRIS) built on the Quality Continuum Framework and supporting documents: the Hybrid Rating Matrix, the Implementation Guide and the Continuous Quality Improvement Pathways Tools and Resources. At the December 2015 RTT-ELC Consortia meeting, Consortia members decided on three regional representatives per region. The Implementation Team, with facilitation support from the California Comprehensive Center, is planning for mid-March meetings: (1) an Orientation Meeting to set the ground work for new QRIS Consortium and (2) a Launch Meeting bringing together QRIS Consortium members from counties implementing RTT-ELC, State Preschool QRIS Block Grants, and F5CA IMPACT grants. The March meetings will set the tone for future work, charging attendees to go back to their respective regions and select their representatives to attend a voting meeting in June of 2016.

The CDE and F5CA are committed to supporting California's QRIS efforts. This common commitment will extend to collaborative efforts to support not only local efforts, but systemic, statewide efforts. Both of these agencies are engaged in implementing the National Academy of Medicine's "Transforming the Workforce: Birth to Age Eight" by defining articulated career pathways, early learning permits aligned with competencies, and degree articulation. California continues its endeavors to systematize developmental screenings through the California Statewide Screening Collaborative and local support of "Help Me Grow."

The CDE will be engaged in developing a shorter Kindergarten Entry Assessment that

compliments it Desired Results Developmental Profile - Kindergarten (DRDP-K). A communications contract is in process for 2016 that will create a Web site about quality for families and the general public and create resources for local QRIS consortia to use, from informing parents about quality to lawn signs identifying a provider's quality rating. Both state agencies are committed to continuing our partnership and transitioning into a sustainable QRIS that provides consistency in rating while being flexible and responsive to local needs.

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).

During 2015, California's RTT-ELC governance structure continued to function as illustrated in the organizational chart, which was described in California's approved application. As stated in previous Annual Performance Reports, this structure builds on California's strategy of interagency collaboration and governance and provides opportunities to further strengthen and enhance this strategy through the RTT-ELC grant. With active participation from the various state agencies and the RTT-ELC Regional Leadership Consortia (Consortia), California is creating channels to improve and align state and local systems that serve children with high needs, ages zero to five years. When referring to the Consortia, it means the representatives involved in the 17 local Consortia. These representatives include the key decision makers (the person within the consortium who has the authority to make the final decisions) as well as program and fiscal staff. The Consortia is the decision making body with guidance from the state RTT-ELC Implementation Team on issues involving local implementation, specifically the Quality Continuum Framework. Decisions are reached using a consensus approach.

The following subsections describe the major organizational levels of the governance structure and discuss 2015 major activities and/or functions.

California Administration: Office of the Governor, State Board of Education (SBE), and California Department of Education (CDE)

Representatives from the Governor's Administration [DOF and SBE] continued to be involved in major policy issues pertaining to California's implementation of the RTT-ELC grant. In 2015, these representatives received periodic updates and developed California's early learning program budgets. They also participated in reviewing the funding formula and program plans to implement legislation enacted in California's FY 2014 -15 Budget Act process (Trailer Bill - Senate Bill 858) that established a state QRIS Block Grant program for California's State Preschool Program. This Block Grant enables local educational agencies (LEAs) to create early learning QRISs within their counties to increase the number of low-income children receiving high-quality state preschool program experiences.

Department of Finance (DOF) and SBE were also involved in the legislative process that resulted in the enactment of the 2015 -2017 Infant-Toddler QRIS Block Grant (Senate Bill 97, Chapter 11, Statutes of 2015, of the 2015 -16 Annual Budget Act, Budget Item 6100 -1 194 -0001, Schedule (12), Provision 17 which is Appendix B). The purpose of this Infant-Toddler QRIS Block Grant is to support local QRIS consortia to provide training, TA, and resources to help infant and toddler child care providers meet a higher tier of quality as determined by their local QRIS. This legislation will be more fully described in the section below entitled *Proposed Legislation, Policies, or Executive Orders.*

Within the CDE, the Early Education and Support Division (EESD) continues to lead the RTT-ELC grant activities in partnership with F5CA, another state agency. This partnership resulted in establishing a RTT-ELC Leadership Team comprised of the two agency's directors and two of the agency's top administrators that oversee and direct the work of the RTT-ELC Implementation Team. The Team consists of staff from each agency working in concert with one another to carry out the numerous tasks associated with administration of the grant. This partnership continued to model state agency coordination and collaboration between the two agencies that have the major responsibility for serving this child population in early learning and care settings for the State of California.

State Advisory Council on Early Learning and Care

California's Governor appointed members to the SAC that represent a broad range of state and local agencies and organizations involved in the education and care of young children and early learning programs. The SAC members represent fields of education, social services, health and mental health, higher education, and tribal organizations. One of the governor's appointees also administers a RTT-ELC consortium and serves as a liaison between the SAC and the Consortia. Another appointee formerly administered a consortium and continues to provide a RTT-ELC perspective to the SAC.

In 2015, the SAC held four meetings (January, April, July, and October). The SAC agendas focused on various topics pertaining to the education and care of young children. The major discussions centered on state and federal updates, emphasizing legislative, regulatory, and budget information, and program updates on the Child Care and Development Block Grant, the Early Head Start-Child Care Partnership Grant, RTT-ELC Grant, CSPP QRIS Block Grant, and the Head Start Collaborative Office. In addition the SAC members heard several presentations on child care licensing issues, early childhood workforce and worthy wage issues, statement of inclusion of all children in early learning programs, PD opportunities, and the Commission on Teacher Credentialing Early Childhood Education workgroup progress.

At the July and October meetings, the SAC discussed the federal poverty rate limitation on meeting the needs of California's neediest children and families, especially in high-cost urban areas. In July, the SAC decided to draft a letter for the Governor's signature to send to the United States President regarding the problem of using the federal poverty rate to determine family eligibility in California for the Early Head Start-Child Care Partnership Grant program. During the October meeting a draft of this letter was presented for the SAC members review. The letter went through the edit and approval process and will be brought back to the SAC at its first meeting in 2016 for further action.

In October 2015, the SAC received a letter from the California's Governor in which he announced the appointment of a new chair, for the Council, a former administrator of a RTT-ELC consortium. In the letter, the Governor also requested the Council to undertake several additional activities. These activities include: (1) review the Child Care and Development Fund state plan, (2) review the recommendations of two stakeholder groups, --one focused on voucher-funded programs, and the other on the CDE's contracted programs --to develop recommendations to streamline data and other reporting requirements; and (3) review local collaboration and coordination, and federal, state, and local funding streams. As a result of the Governor's directives, the SAC will focus its 2016 scope of work on addressing these activities.

This Council is an important communication conduit to convey RTT-ELC information and progress to other constituents involved in the administration of California's early learning and care programs. The major communication message stresses the importance of continuous quality program improvement that results in children with high needs receiving quality learning

experiences and services to better prepare them for kindergarten and ultimately for life.

RTT-ELC Implementation Team

As stated under the subsection, *California Administration: Office of the Governor, SBE, and CDE*, the Implementation Team (Team) consisting of staff from the CDE and F5CA continued to be the key body that plans and implements the RTT-ELC grant in compliance with California's approved application. The Team is charged with carrying out the day-to-day administration of the grant and met weekly to plan upcoming tasks and/or meetings, to make staff assignments, and to communicate/discuss progress, issues, policy clarification, and other pertinent information. In addition, the Team supported the work of the Integrated Action Team (IAT) and oversaw 11 contracts or interagency agreements that enhance the ability to strengthen the quality of local early learning and care programs.

As reported in previous Annual Performance Reports, the largest portion of the Team's time was spent supporting the 17 Consortia and their 14 "mentee" counties. Again in 2015, the majority of time was devoted to them. These efforts included the following ongoing tasks: facilitating four Consortia in-person meetings and several conference calls and/or webinars; refining the Hybrid Rating Matrix created collaboratively by the Consortia with state involvement in 2012; serving as Consortia state liaisons in assisting the Consortia with grant implementation at the local level; reviewing and approving Action Plan amendments, budget amendments, expenditure reports, and Annual Performance Reports; monitoring; and providing training and TA. The list of the Consortia and their administering agencies is provided below in the subsection entitled *RTT-ELC Regional Leadership Consortia.*

In addition to the ongoing tasks, the Team accomplished the following major activities in 2015:

- **Consortia Fiscal Accountability Policy (CFAP):** To ensure the Consortia are appropriately expending RTT-ELC funds in a timely manner, CFAP was developed to provide direction for accountability and released in June 2014. It established a threshold for unspent funds that could possibly trigger a delay of the next quarterly disbursement of funds and/or a reallocation of funds to another consortium. It also suggested spending alternatives that were in keeping with California's application and the Consortia Action Plans.

  In October 2014, the CFAP was amended to accommodate the new timelines associated with the federal no-cost time extension. The amendments changed the Consortia grant end date from December 31, 2015, to June 30, 2016, and raised the unspent threshold for 2015.

  Throughout 2015, the state liaisons continued to apply the CFAP to their assigned consortia and carefully reviewed all budget amendments and expenditure reports to ensure that CFAP was being followed. With the extension of the grant period, all Consortia were required to submit budget amendments indicating how they would spread their existing funds to cover the extension timeframe. These amendments were thoroughly reviewed to safeguard proper expenditure plans were designed to carry the Consortia through the end of the extended grant period and expending all (or most) of their funds by that date. This review resulted in the adjustment of funds for several consortia, either reducing their grant amount or allocating additional funds.

- **On-Site Consortia Validation Visits:** As a follow-up to the fall 2014 on-site validation visits to monitor the Consortia's adherence to their approved action plans, in the spring

of 2015, each liaison prepared a report identifying the strengths and areas of improvement for each consortium. These reports were reviewed with each consortium and appropriate follow-up occurred as needed. Overall the finding was that all of the Consortia were in compliance with their action plans.

- **Implemented Revised Meeting Format:** Commencing with the March 2015 Consortia meeting, the revised meeting format was implemented as decided by the Consortia members at their December 2014 Consortia meeting. The new format consisted of a two-day meeting. On the first day, the IAT met for three hours from 9:00 a.m. to noon, and the Consortia Key Decision-makers only met from 1:00 to 4:00 p.m. On the second (next) day, Consortia, including the Key Decision-makers, and Mentees, met from 9:00 a.m. to 4:00 p.m. This new format allowed sufficient time for each type of meeting and maximized travel funds by requiring only one outlay of travel expenses. All involved in these meetings felt the new format was beneficial and allowed sufficient time to conduct the necessary business.

- **Developed New Consortia Governance Structure:** In California, two important events occurred in 2015 that expanded the number of counties participating in a TQRIS effort. These events were the implementation of the CSPP QRIS Block Grant administered by the CDE, EESD and the adoption of the F5CA IMPACT initiative administered by F5CA. These two new programs resulted in the QRIS movement expanding into all of California's 58 counties. As a result of this expansion, California began transitioning from the RTT-ELC grant serving 16 counties to a newly defined CA-QRIS Consortium covering the entire state. The CA-QRIS will sustain the TQRIS ground work laid by the Consortia through the RTT-ELC grant and will become optional in 2016.

  Since the group's number will now vastly increase in 2016, a new governance structure was deemed necessary. Representatives from the 17 Consortia devoted the last two meetings of 2015 to exploring a new governance structure for decision-making on the QRIS Rating Matrix that would effectively represent all QRIS participants. Such issues as defining regional boundaries, selecting the number of regional representatives with authority to vote, establishing a structure that allows for active participation from such a large group, and providing opportunities for advisors and stakeholders to have a voice were all explored. To pull together all of the suggestions, a special Key Decision-maker meeting was scheduled in November 2015 to finalize the recommendation to present at the December 2015 Consortia meeting for adoption.

  Ultimately, a governance structure was adopted and will go into effect at the March 2016 meeting and this new group will be called California Quality Rating and Improvement System Consortium (CA-QRIS Consortium).

  The adopted governance structure to establish the foundation for the CA-QRIS Consortium is as follows:

  - CA-QRIS Consortium governance is composed of 30 representatives: 3 voting representatives from each of the 10 regions
    - Regions are identified as the F5CA IMPACT regions
    - Each region determines who and how their representatives are selected or elected
    - The regional representatives meet with some regularity (To be Determined), but at a minimum annually to review the CA-QRIS system

and structure

- o CDE/EESD and F5CA will continue to provide staff support, such as setting the agenda and handling the meeting logistics, based upon input from a yet to be determined Steering Committee
- o An annual review of the governance structure will be conducted
- o Future decisions include:
    - ▪ Determine a small number of the above representatives to serve on a Steering Committee to support CDE/EESD and F5CA Consortium meeting planning
    - ▪ Establishment of an Advisory Group to advise the Consortium

Early Learning Challenge Integrated Action Team (IAT)

The IAT consists of representatives from Participating State Agencies (PSAs), the Consortia, and Team. This body is charged with active coordination on an implementation level of the key activities and initiatives described in California's RTT-ELC application.

In 2015, the IAT continued to focus on its goal statement and priority work areas that were developed and adopted in 2013. Please refer to California's 2013 or 2014 Annual Performance Report located on the California Department of Education RTT-ELC Web page at http://www.cde.ca.gov/sp/cd/rt/ for the goal statement and priority areas. In 2015, the IAT began using the meeting format decided in 2014 where only one work area would be presented and the group discussed that area as a committee of the whole, rather than breaking into work groups as previously done.

Two in-person meetings were held in 2015. The May agenda focused on the priority area dealing with child care licensing. The chief of the Community Care Licensing Division's Policy and Administrative Support Bureau of the CDSS, who has responsibility for licensing California's child care facilities, attended this meeting to address the licensing issues submitted by IAT members. A productive exchange of issues, information, and clarification of regulations occurred between the IAT members and representatives from this Bureau. All felt this exchange helped to clear up misunderstandings as well as bring to the attention of the state licensing representatives concerns of implementing licensing regulations in the field.

The second meeting held in September focused on developmental screening, another priority work area. Again IAT members were invited to submit issues of concern that they wanted discussed. What emerged were the need to learn more about local systems that proved effective considering the limited resources and time to conduct such screenings. Two of the Consortia with excellent systems were invited to present at this meeting. Again, the information was well received by the IAT membership and provided sound and practical TA to the group.

The IAT membership expressed favorable comments about these meetings and felt the IAT provided a good forum for this type of exchange of information.

RTT-ELC Regional Leadership Consortia

In California, the goal of improving the quality of early learning programs for children with high needs and their families continued to be largely dependent on the performance of the 17 Consortia in 16 counties. In 2014 the 17 Consortia were joined by 14 Mentee counties to work toward achieving this goal in their respective counties.

Table I lists the county and corresponding Consortia administering agency. Table II indicates the Mentee counties with their corresponding administering agencies and Consortia Mentor(s).

Table I - Seventeen Consortia

California County: Consortia Administering Agency

1. Alameda: First 5 Alameda
2. Contra Costa: First 5 Contra Costa
3. El Dorado: First 5 El Dorado
4. Fresno: Fresno County Office of Education
5. Los Angeles: Los Angeles County Office of Child Care
6. Los Angeles: Los Angeles Universal Preschool
7. Merced: Merced County Office of Education
8. Orange: Orange County Office of Education
9. Sacramento: Sacramento County Office of Education
10. San Diego: First 5 San Diego
11. San Francisco: First 5 San Francisco
12. San Joaquin: First 5 San Joaquin
13. Santa Barbara: First 5 Santa Barbara
14. Santa Clara: First 5 Santa Clara
15. Santa Cruz: First 5 Santa Cruz
16. Ventura: First 5 Ventura
17. Yolo: First 5 Yolo

Table II - Fourteen Mentee Counties and Their Consortia Mentors

California County: Mentee Administering Agency; Consortia Mentor(s)

1. Imperial: Imperial County Office of Education; Mentors: Los Angeles, Orange, San Diego, Santa Barbara, and Ventura
2. Kern: Early Childhood Council of Kern; Mentor: Fresno
3. Kings: Kings County Office of Education; Mentor: Fresno
4. Madera: Merced County Office of Education; Mentor: Merced
5. Mariposa: Merced County Office of Education; Mentor: Merced
6. Nevada: Placer County Office of Education; Mentors: El Dorado, Sacramento, San Joaquin and Yolo
7. Placer: Placer County Office of Education; Mentors: El Dorado, Sacramento, San Joaquin and Yolo
8. Riverside: First 5 Riverside; Mentors: Los Angeles, Orange, San Diego, Santa Barbara and Ventura
9. San Bernardino: First 5 San Bernardino; Mentors: Los Angeles, Orange, San Diego, Santa Barbara and Ventura
10. San Luis Obispo: Community Action Partnership of San Luis Obispo County; Mentor: Santa Barbara

11. San Mateo: First 5 San Mateo and San Mateo County office of Education; Mentors: Alameda, Contra Costa, San Francisco, Santa Clara, and Santa Cruz
12. Sierra: Placer County Office of Education; Mentors: El Dorado, Sacramento, San Joaquin and Yolo
13. Stanislaus: Stanislaus County Office of Education; Mentor: San Joaquin
14. Tulare: Tulare County Office of Education; Mentor: Fresno

Throughout 2015, quarterly Consortia meetings were held for Consortia and Mentee representatives facilitated by the Team. As mentioned above, a two-day meeting schedule was initiated with the first day holding the IAT meeting in the morning and the Key Decision-maker meeting in the afternoon. On the second (next) day, the full Consortia meeting took place.

In early 2015, the Consortia focused on possible modifications to the use of the environment rating scales (ERS) in the QRIS Rating Matrix. An Ad Hoc workgroup consisting of Consortia representatives was established to explore options and to develop recommendations for modified use of the ERS for Consortia approval. The Ad Hoc workgroup met in March in place of a regularly scheduled Consortia meeting to study the ERS issue. In May 2015, the workgroup presented its report to the total Consortia for adoption. The final decision was that three and five point values on the rating matrix for Element 6, Program ERS were modified. Please refer to the High-Quality, Accountable Programs section for more details explaining the changes.

For the two remaining Consortia meetings (September and December), the main topic of discussion centered on the sustainability of the QRIS effort in California and the need to develop a new governance structure. Please refer to the above subsection *RTT-ELC Implementation Team, Developed New Consortia Governance Structure* for detailed information on this new governance structure.

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.

As reported in the previous Annual Performance Reports, there are numerous entities throughout California that are involved and/or keenly interested in early learning and care programs/initiatives for young children. A sampling of these entities include legislative and regulatory governmental bodies, state agencies, professional organizations, advocacy groups, foundations, early learning and care program providers, higher education personnel, and general interested parties. California's RTT-ELC grant is clearly one of the programs these entities are interested in understanding the program goals, the design, and how it is being implemented as well as how the programs are progressing. They want to learn how to improve quality and/or advocate for quality with policy makers. Consequently, many strategies for communicating this information must be employed.

In the early days of the grant, the Team developed fact sheets and a Web site as well as convened or attended a variety of meetings to educate stakeholders, partners, and

practitioners about RTT-ELC. In 2015, these activities continued. However, the emphasis focused more on how the Consortia are implementing their grants and what are the initial successes, challenges, and lessons learned. Stakeholder involvement focused on how the TQRIS achieves the desired child outcomes and how early learning staff are improving their staff-child interactions.

Over the years, the Team has learned that the most effective way to involve stakeholders is meeting them face-to-face and sharing California's RTT-ELC story. Therefore, the Team accepts most all of the invitations to address stakeholders or professional organizations or any interested group about California's RTT-ELC program - its design, its progress, and the lessons learned. Members of the Team presented to a variety of groups throughout the year, both within the state and at national conferences. Presentations were given at the QRIS National Meeting, NAEYC National Institute for Early Childhood Professional Development, California Alternative Payment Program Association and Resource and Referral Network Joint Annual Conference, the Northern California Early Learning Summit, and Sustainability Peer Learning Exchange among others. QRIS was at the center of all these presentations, both through a general lens and more specifically around workforce development and developmental screening.

At the local level, the Consortia were also engaged in interacting with a variety of stakeholder and partner groups. Their groups generally involved parent groups, county or city officials, county offices of education and school districts, First 5 county commissions, child care resource and referral agencies, local child care planning councils, tribal and migrant organizations, local early learning providers, and business representatives. Members of these groups often participated in local RTT-ELC advisory boards, workgroups, and general meetings.

As the stakeholders and partners become more involved and knowledgeable about TQRIS and its importance in the lives of young children and their families, they have become effective advocates in promoting TQRIS. Their interests have shifted from just trying to learn about RTT-ELC and how it works to a deeper understanding and appreciation of the value of improving quality early learning experiences for California's young children. The discussions are now about how to sustain this effort and how to outreach to more providers. Discussions are occurring with policy makers at all levels - city, county, and state - by the stakeholders and partners. They are on board in the transition from RTT-ELC efforts to CA-QRIS.

Again in 2015, the 17 Consortia were surveyed on the strategies used to involve local stakeholders and partners in their counties. The results indicate the following strategies used by Consortia in rank order:

- 15 Consortia (88%) established a permanent Advisory Group
- 14 Consortia (82%) integrated QRIS into existing Memos of Understanding (MOU's) and Agreements for QI work
- 13 Consortia (77%) established additional local workgroups
- 13 Consortia (77%) held regional meetings
- 11 Consortia (65%) held stakeholder key informant interviews to get input into the QRIS
- 8 Consortia (47%) used other strategies

Some of the other strategies employed were:

- Created the "Quality Start OC" website for families seeking information and child care and early education that serves as the central hub for information, linking families and providers to local services and other community agency programs (Orange County)

- Provided ongoing reports to Los Angeles County Board of Supervisors' Policy Roundtable for Child Care and Development and the Child Care Planning Committee (Los Angeles County Office of Child Care)

- Introduced and incorporated within agencies the California Standards for Family Strengthening and Support (San Diego)

Consortia also were surveyed to determine the types of participating partners and stakeholders they involved in their local county TQRIS effort. One hundred percent (100%) of the Consortia reported they involved county Child Care Planning Councils, child development program representatives, and First 5 County Commissions.

Other participating partners and stakeholders include:

- School districts: 16 (94%)

- County Offices of Education: 16 ((94%)

- Alternative Payment Programs: 16 (94%)

- Head Start Grantees: 16 (94%)

- Institutions of Higher Education: 16 (94%)

- Resource and Referral Agencies: 15 (88%)

- Early Head Start Grantees: 14 (82%)

- Non-profits or Other Agencies Providing Services for Children Birth to Age Five: 14 (82%)

- County Health and Human Services (including: Child Welfare Services, Welfare to Work, WIC, etc.): 13 (77%)

- Migrant Child Care Programs: 8 (47%)

- Local Home Visiting Program: 5 (29%)

- California Home Visiting Program: 2 (12%)

- Tribal Child Care Program: 1 (5%)

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.

Actions related to the Budget Act of 2015

Rates

The Standard Reimbursement Rate [1](SRR) received growth, cost of living adjustment (COLA), and a five percent increase from fiscal year (FY) 2014 -15 levels to $38.29 per child, per day effective July 1, 2015. The part-day CSPP received a one percent increase from FY 2014 -15, in addition to the increases listed above to the SRR, to $23.87. The one percent increase must support all part-day CSPP contractors to provide parents with information about accessing

local resources for screening and treatment of developmental disabilities and provide teachers with training on behavioral strategies and targeted interventions to improve kindergarten readiness. For the first time a full-day CSPP rate was introduced at $38.53 per child, per day effective July 1, 2015.

The Regional Market Rate (RMR) received a four and a half percent increase from FY 2014 -15 effective October 1, 2015. The application of the RMR increase is the greater of either of the following:

- 85th percentile of the 2009 RMR survey, reduced by 10.11 percent
- 85th percentile of the 2005 RMR survey

License-exempt providers may be reimbursed up to 65 percent of the RMR ceilings, effective October 1, 2015.

Part-day California State Preschool Program

2,500 slots for contractors that intend to use the slots to increase access for children with exceptional needs, effective July 1, 2015. CDE will release the Request for Applications (RFA) in February 2016.

Full-day California State Preschool Program

5,830 full-day CSPP expansion slots will be available to LEAs and 1,200 expansion slots to non-LEAs as of January 1, 2016. The RFA was released in November 2015 and award notification letters will be released in March 2016.

Starting in FY 15 -16 for LEAs, the full-day "wrap" and part-day portions for CSPP will be paid for out of Proposition 98. For non-LEAs, the part-day portion will be paid for out of Proposition 98 and the full-day wrap portion will come from the state general fund.

CalWORKs[2] and the Alternative Payment Program

CalWORKs Stage 2 funding was increased to reflect caseload and cost of care at $414 million. Likewise, CalWORKs Stage 3 was funded at $278 million.

6,800 additional voucher slots for the Alternative Payment Program will be effective July 1, 2015.

Quality Investments

$24 million in one-time funds is now available for an Infant-Toddler QRIS Block Grant to consortia to provide training, TA, and resources to help infant and toddler child care providers meet a higher tier of quality as determined by their local QRIS matrix. No more than 20 percent of the funding awarded to a consortia may be allocated directly to child care providers. Each county participating in a QRIS and in good standing with the CDE shall receive a minimum grant amount of $25,000 for this purpose, with remaining funds distributed to consortia based on their proportion of contracts with CDE for infant and toddler child care and development. Funds will be available for encumbrance until June 30, 2017.

Transitional Kindergarten

Starting in the 2015 -16 school year and for every year thereafter a school district or charter school can admit to transitional kindergarten (TK) a child who will have their fifth birthday after December 2 anytime during the school year. The governing board will be charged with determining if the admittance is in the best interest of the child. The parent must be provided information about the advantages and disadvantages and any other explanatory information about the effects of early admittance. School districts and charter schools cannot generate average daily attendance until the child turns five.

Actions related to the Legislation from the 2015 -16 session

Assembly Bill (AB) 271 (Obernolte):

This legislation became effective January 1, 2016, and allows for direct-services and alternative payment program (APP) contractors and providers to store records in an electronic format, including those records that were not originally created electronically. In addition, the law also provides that APPs and providers may utilize electronic signatures.

AB 833 (Mullin):

This legislation codified provisions to authorize licensed child day care centers serving infants or preschool age children to create a special optional toddler program component for children between 18 and 30 months of age, and requires the program to be considered an extension of the infant center or preschool license

AB 833 (Bonta):

Allows the County of Alameda to submit a child care subsidy pilot plan to the CDE for approval. The goal of the pilot plan is to increase access to subsidized child care and increase flexibility for contractors to fully earn their contracts. The legislation also includes provisions for annual progress reporting to the CDE.

AB 982 (Eggman):

Increased the types of qualified individuals that may certify a child and family as homeless for the purposes of eligibility to subsidized child care programs.

AB 1207 (Lopez):

Provides training for child care employers and staff as mandated reporters child abuse and neglect.

SB 277 (Pan):

Sets forth immunization requirements for children in child care and school settings. Removes allowance for a "personal belief exemption" from immunizations after January 1, 2016.

SB 792 (Mendoza):

Sets forth immunization requirements for child care staff and providers.

[1]Similar to an average daily attendance rate for CDE EESD contracted childcare programs.
[2]California's Welfare-to-Work program.

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

California's PSAs [CDSS, California Department of Developmental Services (CDDS), California Department of Public Health (CDPH), the SAC, F5CA, and SBE] continued their involvement in the RTT-ELC grant as defined in their scopes of work. Four of the PSAs have an interagency agreement with the CDE to complete tasks associated with their area of

expertise that will enhance or support raising the quality of early learning programs. The CDPH completed its task of providing infant and toddler training to home visiting personnel. The CDSS is using RTT-ELC funds to improve its licensing Web site to include educational and training materials for consumers and child care providers. This will provide more consistent understanding of licensing requirements where consumers and child care providers will see the site as a resource where they can get information about quality. The CDDS is meeting its interagency agreement by coordinating training for early intervention program staff and support implementation of best practices in developmental and health screening at the local level in collaboration with the Consortia. F5CA is using RTT-ELC funds to develop a system of master anchors to provide support to the consortia members for Classroom Assessment and Scoring System (CLASS®) and ERS assessors and for inter-rater reliability training. This inter-agency agreement with F5CA is in addition to F5CA's contribution of allocating staff resources to the Leadership and Implementation Teams.

All of the above mentioned PSAs along with California Commission on Teacher Credentialing and the State Interagency Coordinating Council for Part C of Individuals with Disabilities Education Act (IDEA) are members of the IAT and received IAT communiques and other pertinent RTT-ELC information.

In 2015, the RTT-ELC Implementation Team and representatives from the CDSS, Child Care Program Office, strengthened their relationship by working together on child care licensing issues. CDSS staff gave presentations at two IAT meetings. Members of the Team, in turn, presented RTT-ELC and Head Start information to child care licensing staff at their orientation sessions. The Team also submitted an article on California's QRIS Rating Matrix for the Licensing Newsletter that is sent out to all of California's licensed child care centers and FCCH providers.

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.

In 2015, California continued to implement the Quality Continuum Framework based on tools and resources from the original Framework that was described in its application. The Framework includes common, research-based elements, tools, and resources grouped into three core areas: (1) Child Development and School Readiness, (2) Teachers and Teaching, and (3) Program and Environment. California's Rating Matrix combines a block system at lower levels with points at higher tiers.

Implementation Team staff, including State Anchors on CLASS and ERS tools worked with the Consortia to provide TA on Rating Matrix implementation and provided substantial training on both tools. An Assessor Handbook was developed, which will be made available to the state after the Consortia approve the content. More detail on the work this group has accomplished can be found in the section "Rating and Monitoring Early Learning and Development Programs" (Section B(3) of Application).

During 2015, the QRIS continued to be in a fully operational phase. In May, the Consortia agreed to modify the ERS element of the rating matrix. For the 3-point value, the requirement to have an outside ERS assessment completed with an overall score of 4.0 or higher has been removed. The new requirement is an assessment on the whole tool (self-assessment, coach assessment, or outside assessment are all acceptable) and results are used to inform the site's QI plan. The 5-point value now includes National Association for the Education of Young Children (NAEYC) accreditation in lieu of ERS rating at the 5-point level. No other substantive changes were made to the Matrix.

The CQI Pathways, the companion document to the Rating Matrix, has remained unchanged throughout 2015. Consortia reported that their coaches are using the document as a guide for continuous QI and PD at the site level.

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.

In 2015, the State's Implementation Team state liaisons continued to provide guidance to their regional consortia in order to assist them with meeting their performance target for promoting site participation. This effort has increased the number of California sites participating in TQRIS to 3,278 --which exceeded the 2015 goal by 812 sites or 33 percent.

Supported by their liaison, the Consortia continued to employ a variety of strategies to promote site participation in the TQRIS at the local level. The Consortia focused on outreach, education and new funding aimed at improving quality in early learning sites. Examples of such efforts are listed below.

Building upon the outreach efforts of the past three years, Fresno and Orange counties were able to leverage their existing sites as "champions of the TQRIS system" to invite neighboring sites to participate. For Orange county, this meant being able to add an additional 193 sites in 2015. As outreach continued and participation in the TQRIS grew in San Francisco, they found the need to augment their rating capacity for language accessibility for the city's providers, specifically Spanish and Chinese, to reflect the local community. Ventura and Sacramento have been so successful in their recruitment of new programs for participation that they have had to create a waiting list due to reaching funding capacity.

Much of the Consortia's success has been due to continuing to educate providers about the meaning and intention behind a statewide TQRIS and the role in early learning community. California's consortia had frequent and regular meetings with program administrators and directors discussing the value of the TQRIS. In Merced the education effort has paid off as the leadership team has embraced the goal of improving quality across all sectors of the early learning community, countywide, and regionally. Educating participants by providing training and TA was key in keeping sites in the program. The Consortia found that a well-trained coaching team was able to validate the coaching model as well as promote participation in a TQRIS.

Many counties have credited new funding, such as the CSPP QRIS Block Grant, for boosting interest and participation in TQRIS. The CSPP QRIS Block Grant authorized $50 million of State Proposition 98 funds for the support of local early learning QRIS in order to increase the number of low-income children in high-quality state preschool programs. The Consortia have found CSPP sites are motivated to actively participate in increasing the quality of their programs through a TQRIS due to the incentives, stipends, additional coaching and PD offered by the grant. Many look forward to the positive effects First 5's IMPACT Initiative funds will also make on increasing the number of children in high-quality early learning sites.

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										
	Baseline		Year One		Year Two		Year Three		Year Four	
Type of Early Learning and Development Program in the State	#	%	#	%	#	%	#	%	#	%
State-funded preschool	28	0.9%	177	5.66%	436	13.94%	554	17.72%	739	23.63%
Early Head Start and Head Start[1]	9	0.47%	145	7.51%	261	13.51%	409	21.17%	542	28.05%
Programs funded by IDEA, Part C	0	0%	1	1.06%	5	5.32%	9	9.57%	9	9.57%
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA	6	4.26%	24	17.02%	35	24.82%	39	27.66%	65	46.1%
Programs receiving CCDF funds	19	1.09%	177	10.19%	366	21.07%	463	26.66%	668	38.46%
Other 1	18	0.11%	105	0.63%	423	2.53%	643	3.85%	1,127	6.75%
Describe:	Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds									
Other 2										
Describe:										
Other 3										
Describe:										
[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										
Describe:										
Other 5										
Describe:										
Other 6										
Describe:										
Other 7										
Describe:										
Other 8										
Describe:										
Other 9										
Describe:										
Other 10										
Describe:										

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	3,127	28	0.9%	3,127	177	5.66%	3,127	463	14.81%	3,127	818	26.2%	3,127	1,411	45%
Specify:	California State Preschool Program (CSPP)														
Early Head Start and Head Start[1]	1,932	9	0.47%	1,932	145	7.51%	1,932	286	14.8%	1,932	438	22.7%	1,932	633	33%
Programs funded by IDEA, Part C	94	0	0%	94	1	1.06%	94	6	6.38%	94	12	12.8%	94	11	12%
Programs funded by IDEA, Part B, section 619															
Programs funded under Title I of ESEA	141	6	4.26%	141	24	17.02%	141	49	34.75%	141	85	60.3%	141	193	12%
Programs receiving CCDF funds	1,737	19	1.09%	1,737	177	10.19%	1,737	312	17.96%	1,737	646	37.2%	1,737	724	42%
Other 1	16,700	18	0.11%	16,700	105	0.63%	16,700	410	2.46%	16,700	907	5.4%	16,700	1,439	9%
Describe:	Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds														
Other 2															
Describe:															
Other 3															
Describe:															

[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															
Describe:															
Other 5															
Describe:															
Other 6															
Describe:															
Other 7															
Describe:															
Other 8															
Describe:															
Other 9															
Describe:															
Other 10															
Describe:															

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.

(All Baseline and Year 1, 2, and 3 Data Notes are same as previous year submissions.)

Year Four Actuals Data Source:

Participating California TQRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2015 reported January 2016.

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.

Our original submission contained a typo, and the updated information is now included and demonstrates that we have met our targets in all areas, including Title I funded programs.

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.

A portion of California's grant funds are dedicated to support cross-consortia inter-rater reliability. In California's application, the high-quality plan called for the utilization of a combination of local and state oversight to best maximize expertise and resources of the local TQRIS rating and monitoring process. It includes a mechanism for guaranteeing local inter-rater reliability through a contract with F5CA. The scope of work includes project management and oversight for a RTT-ELC Anchor System; development, implementation, and analysis of an Anchor System; and the planning and provision of training to RTT-ELC PSAs.

The Assessor Management System

In 2015, the Rating and Monitoring work group continued to maintain and update the Implementation Guide based on Consortia feedback. This Guide accompanies the Rating Matrix and provides a protocol necessary to achieve consistency in rating to ensure equity across the three common tiers. The protocol addresses items such as documentation, selection of classrooms for observation, and rating frequency. The Rating and Monitoring workgroup, which became the Assessor Management Workgroup, also developed a document entitled RTT-ELC Assessor Management Structure to guide agreements and local decisions around roles, responsibilities, and relationships among the State Master Anchor, local Anchors, and local assessors for the ERS and CLASS tools.

The Assessor Management Structure directs State Master Anchors to:

- Certify, and annually recertify, reliability of regional ERS anchors on ERS family of tools in lieu of ERS Institute (ERSI)/authors, as needed

- Provide Observation Training to local/regional CLASS assessors and anchors on Infant, Toddler, and Pre-K CLASS Pre-K tools, as needed

- Organize ERS inter-rater reliability checks with regional ERS anchors

- Coordinate CLASS online calibration for regional CLASS assessors

- Provide information and support to regional ERS and CLASS anchors to carry out inter-rater reliability testing with consortia assessors

Consortia have discretion to determine required skills and experience of their local/regional anchor, such as soft skills and cultural competence, ability to assess in different types of sites and multiple years of assessment experience. Consortia also may use their local anchor to train and certify ERS assessors, coordinate local ERS inter-rater reliability checks, review reports written by assessors and conduct training on ERS and CLASS (if CLASS trainer-certified).

Ongoing inter-rater reliability in all consortia was established at 85 percent for the ERS assessors, 90 percent for ERS local/regional anchors, and 80 percent for CLASS assessors using the guidelines set by the respective tools' authors. The Consortia also established the requirement for inter-rater reliability checks (online drift testing for CLASS and a one-day ERS double-code with a certified ERS Anchor) take place at least once between annual certification for each tool.

In May 2015, the F5CA Master Anchors convened local/regional ERS Anchors for a three-day workgroup to promote uniform interpretation and cohesive understanding of each ERS tool. During this meeting the group conducted a side-by-side, item-by-item analysis of each ERS tool, discussing commonalities, scoring challenges, training tips and clarification notes. The group also discussed the role of the state and regional anchors in supporting a statewide Anchor Management System. Products from this workgroup along with recommendations from consortia about components of an Assessor Resource Guide/Manual were compiled and submitted to the CDE by the end of 2015. This work is helping to ensure ongoing quality control through the development of ongoing reliability/calibration standards (CLASS and ERS).

Despite a mid-year transition in one of the three F5CA Master Anchors, the needs of ERS consortia were prioritized and met. F5CA Master Anchors conducted a combined 31 weeks of reliability certification visits (4 to 5 days each) in consortia and mentee counties, certifying in ECERS (33 new Anchors and two assessors), in ITERS (16 new Anchors and 2 assessors), and in FCCERS (13 new Anchors and 5 assessors). As a result, consortia reported the ability to rate and monitor sites as a key accomplishment in 2015 because of their increased ERS assessment capacity.

CDE EESD Field Services Consultants have also completed ECERS certification and are reliable to the state anchors. These consultants will be conducting ECERS assessments in state preschool programs scheduled in compliance with the RTT-ELC Implementation Guide, extending capacity to provide valid ERS scores.

F5CA also supported increased observer and training capacity on the CLASS family of tools statewide:

F5CA staff conducted four Toddler CLASS and seven Pre-K CLASS observer trainings and F5CA engaged Teachstone to hold three Infant CLASS Observer trainings in regional

locations across California. Nearly 200 participants learned more about the CLASS age-specific tool and the importance of adult-child • interactions. The majority of attendees who attempted reliability testing, passed (91%), making them eligible to conduct CLASS observations.

- On behalf of RTT-ELC, using matching funds, F5CA supported Teachstone to conduct seven Train-the-Trainer Institutes across northern, central, and southern California locations. As a result, there are 18 new Pre-K CLASS trainers, 25 Toddler CLASS trainers, and 19 Infant CLASS trainers who are able to conduct Introduction to CLASS and CLASS Observer Certification training in their local consortia.

- F5CA arranged seven CLASS calibration sessions (three Pre-K, three Toddler, and one Infant) in 2015 and sent invitations to local consortia assessors and anchors through the RTT-ELC Consortia and Mentee Lead Agencies; more than 200 CLASS observers participated in one or more calibration sessions to reduce drift and confirm inter-rater reliability on CLASS.

The Consortia coordinated locally around the following issues:

Training and inter-rater reliability of assessors

Hiring and training of assessors and anchors occurred locally at the consortium level. The Consortia used a variety of ways to obtain assessors and most are using more than one strategy. The following are some variations in implementation, which are similar in distribution to 2014:

- Hired individual consortia-specific assessors: 8 (47%)

- Coordinated regional assessors: 8 (47%)

- Shared reliable assessors across consortia, including those from other local quality initiatives and programs, such as Head Start: 5 (29%)

- Contracted with independent external assessors: 14 (82%)

- Developed a contract with other entities such as a public universities or local child care planning councils for RTT-ELC quality rating services: 3 (18%)

Most consortia reported using a variety of strategies (contracting, hiring, and sharing assessors) or modifying their initial strategy to assess sites with the ERS and CLASS tools. In so doing, they made considerable progress in rating sites and reaching the targeted number of rated sites in 2015. Several consortia used contractors for their ERS and CLASS assessments, but also maintained ERS and CLASS, certified individuals within their implementation team. This enabled them to provide training and TA to participating sites. Other consortia reported using external contractors to ensure they had bilingual assessors representative of the languages spoken in the participating classrooms.

Several consortia described inter-rater reliability policies that exceeded the requirements of the consortia-agreed every six month requirement. They understood that while it may be a

time-consuming process, it is necessary to ensure there is a deep understanding of the assessment tools. Several consortia also described implementing a rigorous reliability requirement for coaches who also must deeply understand the tools to provide effective CQI support.

The focus in 2016 will be to regionalize assessor management activities to create local efficiencies in assessor certification and training, and ensure statewide inter-rater reliability.

Overall rating processes (e.g. ongoing quality control, etc.)

Consortia-wide, programs voluntarily agree to participate in the TQRIS and are evaluated by a team of qualified assessors based on seven elements in three core areas: (1) child development and school readiness (child observations and implementation of developmental and health screenings), (2) teachers and teaching (teacher qualifications PD and teacher-child interactions), and (3) program and environment (ratios and group size, environmental quality, and director qualifications). Participating programs receive a rating based on the assessment and a corresponding QI Plan.

In some consortia, rating consists of an initial and post QI rating - the initial rating is used to develop an improvement plan and portfolio in preparation for the second rating (Bay Area consortia). Sites may be coached through an external coach or by their program administrator. In this way, consortia place an emphasis on the improvement activities before the rating. Ventura indicated this process of rating has led teachers to report they feel better prepared to work with the children in their care and TQRIS administrators report the observation of improved practices.

Site Monitoring

Agreements on frequency of monitoring, rating triggers, and re-rating have been made through the work of the Rating and Monitoring work group (now the Assessor Management work group). The Consortia agreed rating will occur every other year and that 33 percent of classrooms in a site will be assessed. The Implementation Guide thoroughly details all rating and monitoring-related information, including frequency of rating and re-rating, triggers for a new rating, submission of documents and other evidence for rating, related definitions (e.g. classroom and teaching team), and classroom selection for assessment. With the finalization of the monitoring protocol, consortia recruited and hired staff to provide ongoing monitoring and QI coaching. Site monitoring informs consortia of the type of training, TA, and support that is required for each site, including coaching and mentoring. At a local level, site monitoring may include monthly meetings with consortia staff and may include professionals such as family support and mental health consultants. Monitoring also includes the use of a database to capture rating data.

Consortia identified different databases they are using to monitor TQRIS sites and provide feedback for coaches and other TA efforts. Most consortia purchased a new database for the purpose of TQRIS monitoring and have them up and running through 2015. Several incorporated RTT-ELC TQRIS data into an existing non-QRIS database (Los Angeles Universal Preschool and Ventura). Consortia are discovering the amount of time and staffing it takes to maintain a reliable database and find the investment yields significant outcomes for

the rating and monitoring of sites. These QRIS databases, which coordinate information from other agencies such as Community Care Licensing and the resource and referral agencies, provide a system of checks and balances for assurance that only sites that meet minimum qualifications are participating in the TQRIS.

Some consortia have made great progress in using the data from the database and others still struggle with this. The Bay Area consortia indicated "the Web-based Early Learning System (WELS) data system is still not fully functional and this impacts our ability to enter and utilize QRIS data. Currently, we often have to manually manipulate data in spreadsheets to get the level of data analysis we feel we need at this point in our QRIS."

Providing quality rating and licensing information to parents enrolled in early learning programs (at the site level)

The subject of communicating ratings was a topic of each Consortia Meeting. Consortia have made significant progress in making ratings publicly available; those that made progress shared their strategies during Consortia Meetings and others shared ongoing concerns. In October 2015, the Team published guidance on the Requirements for Making Ratings Available to the Public. All consortia fulfilled the requirement to make ratings public and the liaisons verified and confirmed every consortium met the grant requirement by the end of 2015.

> The Team was impressed with the unique approach that each Consortia took in implementing the task of making QRIS ratings publicly accessible. Consortia have *engaged and informed parents of the Consortia process and the local quality improvement process, including providing objective ratings of early learning and development programs to families in an accessible, clear, and easy-to-understand format*.
>
> January 8, 2016, RTT-ELC Weekly TA Update (E-mail)

Consortia were required to depict ratings using at least three quality levels. One consortium described rating levels using Bronze, Silver and Gold terminology; another consortium used more descriptive language (emerging quality, quality, high quality, quality plus). In making these publicly available, many consortia partnered with the Resource and Referral Agency to give rating information to parents seeking subsidized care, others developed a searchable website to post ratings, and others developed materials and empowered early childhood providers to share information with parents when they visited. Most consortia used a combination of methods, coupling the strategy with a public awareness campaign to brand the local QRIS and educate parents about quality child care, what to look for, and why it's important. Most consortia developed a logo, public recognition/awards, and materials tailored to parents. Consortia learned that building relationships and establishing trust, empowering providers to understand and share their ratings, and using simple and clear language about quality ratings are essential when communicating ratings to the public.

One consortium wrote:

> We wanted to ensure parents understood what the ratings meant as they consider child care and preschool options; and for FCCH providers, ensuring that ratings were communicated with the focus being on high quality not that one particular site was better than another given the hybrid point system used to determine the overall rating.

[3]Early Childhood Environment Rating Scale

[4]Infant-Toddler Environment Rating Scale

[5]Family Child Care Environment Rating Scale

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.

The California RTT-ELC Consortia TQRIS includes three common tiers and two locally defined tiers. In sequence, California's structure is as follows:

- Tier 1 - Common (licensing)
- Tier 2 - Locally determined
- Tier 3 - Common
- Tier 4 - Common
- Tier 5 - Locally determined

As stated in California's 2013 APR, all of the consortia have five tiers and Tier 3 and above are considered quality. Some consortia (e.g. El Dorado, the five Bay Area consortia, the two LA consortia, Orange, and San Joaquin) decided to assign local tiers at Tiers 2 and 5 to be consistent with Tier 2 and Tier 5 total point ranges on the Hybrid Rating Matrix. A few consortia (Fresno and San Diego) require programs to meet all of the elements in their local Tier 2 before they can qualify for a higher tier.

Other consortia (e.g. Fresno, Merced, Sacramento, San Diego, Santa Barbara, Yolo, and Ventura) added unique requirements or higher score requirements to their Tier 5 to address local needs and priorities including increased alignment with other initiatives. These additional requirements to obtain a Tier 5 rating include:

- Six units or 90 hours of specialized classes or training for lead teachers on working

  with children with special needs

- Implementation of a developmental cultural linguistic approach in lesson plans and

  classroom materials, provision of written development and health information in the

  home language of parents, and one member of the teaching team fluent in any

  language that represents at least 20 percent of children in the classroom

- Overall ERS score of 6 (rather than 5.5)

- Providers are required to offer information on community-based resources including Strengthening Family protective factors related to social and emotional competence of children

- National accreditation

- Additional elements at the top tier to align with existing quality programs, including F5CA's Child Signature Program or Head Start

In 2015, the State's Implementation Team continued to assist in the development of high quality benchmarks by holding quarterly Consortia Meetings and IAT meetings as well as by offering regional and county level trainings on the ERS and the Ages and Stages Questionnaire (ASQ), and expanding the work to develop Help Me Grow. In addition to these training offerings, program and provider TA was addressed by the State Implementation Team by adding two full-time consultant positions. With the addition of these two consultants, workloads were redistributed so that all consultants could complete a site visit as validation to the local work, monitor respective contracts, review quarterly expenditure reports, and to offer more TA.

In 2015, the Consortia's RTT-ELC work was recognized by the state Legislature and the Governor allotted another $50 million dollars to counties or regions following the current model of the QRIS. This funding will ensure and sustain the current work of RTT-ELC and provide QRIS block grants to State Preschool programs rated at Tiers 4 or 5. You can find information about the CSPP QRIS Block Grant on the CDE CSPP QRIS Block Grant Web page at http://www.cde.ca.gov/sp/cd/op/csppqrisblockgrant.asp.

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	49	475	1,173	1,664	2,466
Number of programs in Tier 1	14	231	146	190	115
Number of programs in Tier 2	2	50	298	371	301
Number of programs in Tier 3	26	186	514	684	940
Number of programs in Tier 4	5	6	175	310	828
Number of programs in Tier 5	2	2	32	109	282
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	49	475	1,042	2,232	3,881
Number of programs in Tier 1	14	231	177	424	350
Number of programs in Tier 2	2	50	237	639	649
Number of programs in Tier 3	26	186	349	507	742
Number of programs in Tier 4	5	6	252	592	1,284
Number of programs in Tier 5	2	2	27	70	194
Number of programs enrolled but not yet rated					662

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.

(All Baseline and Year 1, 2, and 3 Data Notes are same as previous year submissions.)

Year Four Actuals Data Source:

Participating California TQRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2015 reported January 2016.

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.

While California did not meet specific targets for Tiers 3 and 5, overall numbers of participating sites exceeded targets by 33%. In total, California has also exceeded targets in the number of sites in higher tiers (Tiers 3, 4, and 5) by a total of 170 sites.

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"?

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.

Type of Early Learning and Development Programs in the State	Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS									
	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	836	0.43%	6,409	3.27%	18,438	9.41%	21,887	11.17%	31,986	16.33%
Early Head Start and Head Start[1]	208	0.13%	2,704	1.69%	11,168	6.99%	14,747	9.24%	23,320	14.61%
Programs funded by IDEA, Part C	0	0%	8	0.18%	48	10.6%	53	1.16%	69	1.51%
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA	148	0.44%	924	2.76%	1,494	4.46%	1,507	4.5%	2,686	8.01%
Programs receiving CCDF funds	530	0.49%	12,033	11.16%	18,333	17%	20,194	18.72%	30,148	27.95%
Other 1	191	0.15%	619	0.49%	3,114	2.45%	5,979	4.7%	16,148	12.68%
Describe:	First 5 California Child Signature Program									
Other 2										
Describe:										
[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										
Describe:										
Other 4										
Describe:										
Other 5										
Describe:										
Other 6										
Describe:										
Other 7										
Describe:										
Other 8										
Describe:										
Other 9										
Describe:										
Other 10										
Describe:										

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	195,909	836	0.43%	195,909	6,409	3.27%	195,909	20,357	10.39%	195,909	38,525	19.7%	195,909	65,207	33%
Specify:	California State Preschool Program (CSPP)														
Early Head Start and Head Start[1]	159,664	208	0.13%	159,664	2,704	1.69%	159,664	11,564	7.24%	159,664	21,000	13.2%	159,664	33,560	21%
Programs funded by IDEA, Part C	4,557	0	0%	4,557	8	0.18%	4,557	96	2.11%	4,557	531	11.7%	4,557	685	15%
Programs funded by IDEA, Part B, section 619															
Programs funded under Title I of ESEA	33,521	148	0.44%	33,521	924	2.76%	33,521	778	2.32%	33,521	2,877	8.6%	33,521	7,524	22%
Programs receiving CCDF funds	107,848	530	0.49%	107,848	12,033	11.16%	107,848	12,045	11.17%	107,848	46,295	42.9%	107,848	38,327	36%
Other 1	127,322	191	0.15%	127,322	619	0.49%	127,322	6,390	5.02%	127,332	8,014	6.3%	127,332	18,461	15%
Describe:	First 5 California Child Signature Program														
Other 2															
Describe:															

[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															
Describe:															
Other 4															
Describe:															
Other 5															
Describe:															
Other 6															
Describe:															
Other 7															
Describe:															
Other 8															
Describe:															
Other 9															
Describe:															
Other 10															
Describe:															

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.

(All Baseline and Year 1, 2, and 3 Data Notes are same as previous year submissions.)

Year Four Actuals Data Source:

Participating California TQRIS Consortia Annual Performance Report (APR) Tables for Calendar Year 2015 reported January 2016.

California determines the count of children in "Programs Receiving CCDF Funds" by summing the total number of children served in programs receiving General Child Care, State Funded Migrant, Tribal, Title 5, and Title I funds. As many of California's programs layer funding with many other program types, including those listed and Head Start, First 5 California, and First 5 County Commission investments, children identified as receiving CCDF funds may also benefit from other federal, state and local funding.

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.

California has met all targets in this category.

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.

During Calendar Year 2015, the American Institutes for Research (AIR), research contractor to the CDE, completed the first of two studies funded with RTT-ELC dollars.

The first study, "Independent Evaluation of California's Race to the Top -Early Learning Challenge QRIS: Half-Term Report" provided some preliminary evidence supporting the validity of the QRIS ratings:

- There is an evidence base for the aspects of quality (or elements) that are measured in the QRIS, with stronger evidence for some elements, such as the Effective Teacher-Child Interaction element, than others.

- The elements included in the California QRIS ratings are not redundant; each measures a distinct aspect of program quality, based on the finding that scores on individual elements are not strongly related to each other.

- There is some evidence of concurrent validity of ratings for centers, meaning that programs with higher ratings also score higher on some independent measures of quality.

- The California QRIS elements based on observational tools, such as the Effective Teacher-Child Interaction element and the Program Environment Rating Scales element, are also related to independent measures of quality. Other elements, such as Ratios and Group size, show little relationship with independent measures of quality.

You can find AIR's Independent Evaluation of California's RTT-ELC QRIS Half-Term Report on the RTT-ELC Web page at http://www.cde.ca.gov/sp/cd/rt/documents/airhalftermreport.pdf.

Study findings and recommendations were presented to California's state implementation team, Consortia, and the Federal monitoring team in the spring of 2015. California has been actively engaged in ongoing discussion around study findings.

California anticipates the second study on QI, child outcomes, and additional system implementation findings to be completed in the spring of 2016. Study findings and recommendations will be made available to Consortia and the Federal monitoring team upon report completion.

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.

To support early childhood teachers, CDE's California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education. In August 2013, the California Early Childhood Online (CECO), a RTT-ELC project, was launched with online overviews of California's Infant-Toddler Early Learning and Development Foundations and Preschool Learning Foundations (PLF), available in Spanish as well on the CECO Web site at http://www.caearlychildhoodonline.org/. There are four modules on the Infant-Toddler Foundations and Framework and nine on the Preschool Foundations and Frameworks, with a culminating/summary module. The modules provided on the CECO Web site enable early childhood practitioners to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care. CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field. Training module hours vary; certificates indicate completion of a domain and the amount of credit for training hours earned. In 2015, 2,449 early childhood educators completed the Foundations and Frameworks overview module, a (118 percent increase) along with 5,804 preschool modules (an increase of 167%) and 1,525 Infant-Toddler modules (a 101 percent increase).

All of the Consortia reported utilizing the CQI Pathways document with the California Early Learning Foundations and Frameworks as key resources, available in both English and Spanish, used by coaches to inform site plans and PD plans. Many also reported using the CDE Child Care and Development Fund QI professional development providers: the Program for Infant-Toddler Care (PITC) to provide training on the Infant-Toddler Foundations and Framework and the California Preschool Instructional Network (CPIN) to provide training on the Preschool Foundations and Frameworks. PITC and CPIN trainers are active partners in many of the Consortia. Besides providing training on California's Foundations, PITC and CPIN also provide on-site technical assistance/coaching to designated sites to support deeper understanding of the Foundations.

Fresno County Office of Education stated that "In terms of trainings: PITC and CPIN are active partners with Fresno TQRIS. Both have provided numerous trainings and coaching to the TQRIS participants centered around DRPs, Foundations and Guidelines."

Likewise, First 5 Ventura:

> Has a CPIN authorized trainer that is available for provider trainings on the California Early Learning System. In addition, several TQRIS sites in Ventura are currently in the process of obtaining Collaborative on the Social and Emotional Foundations for Early Learning (CSEFEL) demonstration site status. These sites serve as model programs for the mentee counties and also potentially for a Professional Learning Community.

In First 5 Santa Clara:

The existing CSP and Comprehensive Approaches to Raising Education Standards (CARES) Plus programs have worked closely with the Regional CPIN Program, WestEd's PITC, and CSEFEL, and our Local Early Childhood Planning Council (LPC) to integrate the trainings offered by these programs into our local quality improvement efforts. This has established a foundation that can be utilized to integrate these programs and other pathway elements into our RTT-ELC quality improvement plans. The Santa Clara County Head Start program has been a very active participant in the roll out of our QRIS.

Sacramento County Office of Education (SCOE) "has partnered with PITC to provide direct training to our migrant site. These teachers are receiving three full-day trainings and thirty-two hours of coaching all delivered in Spanish." First 5 San Francisco, "provides PITC training for all infant and toddler providers at Title V-funded sites."   Both of these PD systems, PITC and CPIN, have developed training partner certification processes that have allowed them to extend their reach and build capacity within many of the consortia ensuring that more early learning providers fully understand the Foundations and Frameworks and are using them to inform their practice.

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.

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.

Children's health is promoted in California in a variety of ways. At the base of health promotion strategies are the state's early learning standards, (i.e., the Infant-Toddler Learning and Development Foundations and the Preschool Learning Foundations). For the Preschool Learning Foundations, health is addressed in Volume 1 via the section on Social-Emotional Development. Volume 2 of the Preschool Learning Foundations addresses the domains of Physical Development, including active physical play, and Health, which includes health habits, safety, and nutrition. The Infant-Toddler Learning Foundations include social-emotional development and personal care routines. The Foundations and accompanying Curriculum Frameworks are a core piece of California's Early Learning System and are included as part of the QRIS framework.

The CDE has extended its work with the Foundations and Frameworks by providing local trainings throughout the state beyond those participating in RTT-ELC and has translated of the volumes into Spanish. Online modules of the Foundations and Frameworks have extended their adoption. All of these strategies have helped to broaden the reach of effective health-related practices throughout the state.

Professional development on health standards is accessible in a variety of ways. The Pathways continue to be foundational in the creation of QI plans for sites participating in California's RTT-ELC. The finalized Pathways includes the online Preschool Health Foundations and Framework training modules available on the CECO Web site. The CECO Web site, newly launched in 2013, is now well attended and visited even by those not participating in RTT-ELC.

RTT-ELC funds continued to support implementation of developmental screening activities in participating counties in 2015, primarily focusing on TA opportunities for the RTT-ELC Mentee counties. Four Community of Practice sessions were offered to Mentee Counties, Regional Consortia and Partner Agencies. Topics included the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE), promoting communication with families, referral pathways and protocols, and sustainability and capacity building through collaboration.

An evaluation of the TA provided showed that the participants increased their knowledge related to the priority areas, and that the delivery framework was effective at reaching a wide range of RTT-ELC Regional Consortia stakeholders. Material and information provided in the different frameworks - Advanced Training of Trainers, Individualized Technical Assistance and Community of Practice - was very well received, with strongly / somewhat agreed ratings to having experienced an increase in knowledge, skills and abilities in each of the six ASQ TA priorities ranging from 74 percent to 86 percent.

In sum, the evaluation demonstrated that both the content and the framework used were successful strategies for reaching the desired audience and providing effective training and TA.

The work of the California Statewide Screening Collaborative (CSSC) continued throughout 2015 with California's RTT-ELC Implementation Team members in attendance at all meetings held. The CSSC brings together state, local, public, and private entities that focus on California's capacity to promote and deliver effective and well-coordinated health, developmental and behavioral screenings for young children, birth to age 5. The goal is to enhance state capacity to promote and deliver effective and well-coordinated health, developmental and behavioral screenings throughout California.

CSSC work during 2015 included wrapping up the customization and dissemination of the *Developmental and Behavioral Screening Guide for Early Care and Education Providers*. This guide was adapted from federal materials and included resources specific to California. In October, a group of SSC members, including two members of the RTT-ELC Implementation Team, presented at the California Alternative Payment Providers Association/California Child Care Resource and Referral network statewide conference. The presentation focused on RTT-ELC activities related to screening and use of *The Guide* as a resource.

The SSC also focused on cross-agency and systems work during 2015. Two panel discussions took place, with multiple individuals representing state agencies and programs discussing a wide range of topics relating to developmental screening from a systems perspective.

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	126,184	128,707	230,000	234,600	239,292
Number of Children with High Needs referred for services who received follow-up/treatment	43,433	44,201	48,621	49,593	50,584
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	1,149,408	1,157,902	1,175,270	1,187,022	1,198,892
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	0.93	0.94	0.94	0.94	0.95

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	126,184	157,008	186,429	196,644	212,500
Number of Children with High Needs referred for services who received follow-up/treatment	43,433	87,836	88,713	76,749	91,516
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	1,149,408	1,149,408	1,149,408	1,149,408	1,178,000
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	0.93	0.93	0.95	0.95	0.97

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

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

Year 4 data included for "Number of Children with High Needs screened" and "Number of Children with High Needs referred for services who received follow up/treatment" are actual child counts, as reported by California's TQRIS Consortia for Calendar Year 2015, Head Start/Early Head Start for FY 2014/15, First 5 California Child Signature Program for July 2015, and the Department of Developmental Services Early Start Program for 2015.

Data included for "Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care" is an estimated count based on currently insured children ages 0 to 5 under 200% of the Federal Poverty Level who received two or more doctor visits in the previous year from the 2014 California Health Interview Survey.

Data included for the count "Of these participating children who are up-to-date in a schedule of well child care" are estimated counts of currently insured children ages 0 to 5 under 200% of the Federal Poverty Level" from the 2014 California Health Interview Survey.

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.

While 2015 demonstrates an 8% increase from 2014, the data included for "Number of Children with High Needs screened" continues to be significantly under-reported due to California's varied screening delivery systems and lack of a centralized data system. For these reasons, California is unable to report a true count of screenings that accurately reflects the wide array of delivery methods.

To support screening data practices, California continues work with the Early Childhood Comprehensive Systems grant, focused on creating a system for consistent collection of common screening data indicators across various provider types.

California is also engaged in the work of Help Me Grow (HMG) to increase the number of children who are screened and receive follow-up. Currently 24 of California's 58 counties are participating in HMG, 10 as affiliates and 14 as part of a learning community. First 5 California supports this work by providing funding for statewide training and technical assistance and by supporting evaluation work, co-funded by the Packard Foundation.

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.

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.

As stated in the 2014 California APR, building systems for California's dynamic early childhood workforce takes time. The QI efforts included in this report highlight activities and accomplishments in California's implementation of RTT-ELC in 2015 and are a snapshot describing the individual efforts and accomplishments from the Consortia. Significant investments have been made to support workforce at the local level. Some are short-term (a year or less) and some changes were made incrementally and will take place over a period of years. Because of California's unique design, our 2015 update to California's workforce development will be described at both the state and local level, starting with an update to California's Workforce Competencies and Early Learning and Development System, an example of how PSAs worked together to address Early Education Workforce Development -- Effective Workforce Development through a Quality Framework, and an example of how the early care workforce can be supported at the local level.

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.

An essential statewide element aimed at supporting a strong workforce is the California Early Childhood Educator Competencies (Competencies). You can find information about the Competencies on the CDE California Early Childhood Educator Competencies Web page at http://www.cde.ca.gov/sp/cd/re/ececomps.asp. California's robust Competencies (initiated in 2008 and completed in 2011) are aligned with the California PLF and the California Infant-Toddler Learning and Development Foundations and guide PD and related QI activities. The Competencies serve four interrelated purposes: (1) provide structure for workforce development; (2) inform Higher Education course of study; (3) guide credentialing efforts; and (4) define educator skills, knowledge and dispositions.

The following projects were developed based on the Competencies to address various workforce needs:

- The Competencies Integration Project (CIP), SAC for Early Learning project, created a rubric for mapping the Competencies to course work and PD training activities.

- Because of the breadth of these competencies, the CIP also created a web-based Mapping Tool to assist faculty and PD providers in mapping their learning objectives to specific competencies.

From when the California Competencies Mapping Tool became operational in 2014 to December of 2015, there has been an increase of 97 mapped courses that brings the total number of mapped courses to 588. In 2015, there were a total of 65 trainings that have been mapped with the Competencies via the web-based Mapping Tool. The aforementioned data, as well as data gathered by the attendees of webinars, provided by child development higher education faculty from California Community Colleges and State Universities, and state-funded PD providers demonstrates significant growth in the usage of the mapping tool. Information on the CIP can be found on the Child Development Training Consortium Web page at http://www.childdevelopment.org/cs/cip/print/htdocs/cip/home.htm.

California's workforce development also included supporting the Child Care and Development Fund (CCDF) --funded California Community Colleges Curriculum Alignment Project (CAP) and the RTT-ELC funded CAP Expansion. The CAP engaged faculty from across the state to develop a 24 unit lower-division program of study supporting early care and education teacher preparation. These eight courses represent evidence-based courses that are intended to become a foundational core for all early care and education professionals and have been approved for a Bachelor of Arts (BA) transfer degree.

In 2015, 103 Community Colleges in California have agreed to participate in CAP. Of these colleges, 87 are officially aligned, and three others are in the revision process to align their course. The CDE does not track the data presented, however, further information on the CAP can be found on the Child Development Training Consortium Web page at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

In 2012, additional funding was provided by the RTT-ELC grant to expand the project to include seven additional courses in the three specialization areas of Infant-Toddler, Administration, and Children with Special Needs. The seven courses include the following:

1. Infant-Toddler Development

2. Infant-Toddler Care and Education

3. Introduction to Young Children with Special Needs

4. Curriculum and Strategies for children with special Needs

5. Administration I: Programs in Early Childhood Education (ECE)

6. Administration II: Leadership and Supervision

7. Adult Supervision and Mentoring

The Early Childhood Educator Competencies Self-Assessment Toolkit (ECE CompSAT) was a SAC project created to be a PD self-reflection resource for the early childhood education workforce. The ECE CompSAT came online in February 2014, and has assisted RTT-ELC site leaders and coaches with the development of professional growth plans by identifying the competencies needed for effective, high-quality early education practice. Several consortia have included utilization of the ECE CompSAT into their action plans as a way to focus on the priority of local workforce needs. Through the CDE's CAP, the California Community College representatives, in collaboration with the EESD, developed the "Early Childhood/Child Development Lower Division 8" as a shared and essential portion of a lower division program of study. As evidenced from above, the early learning core curricula at California Community Colleges has continued to expand and thrive over the span of the RTT-ELC grant.

A State Example:

As mentioned in early sections, California's RTT-ELC has supported the IAT meetings for Consortia representatives and PSAs. As relationships between IAT participants grew, so did their work together. One of the highlights of these inter-agency relationships was the February 2015 Child Health, Education and Care Summit-Building Powerful Partnerships. It was a F5CA Summit in partnership with CDE, California Health and Human Services Agency, CDPH, CDSS, CDDS, California Department of Veterans Affairs, and California Community Colleges Chancellor's Office.

One of the sessions focused on EARLY EDUCATION WORKFORCE DEVELOPMENT -- effective workforce development through a quality framework. This interactive workshop included guest speakers and panel formats designed to inform participants and engage them in an exploration of strategies to support improved teacher effectiveness. Topics included national, state, and local perspectives on cutting-edge research, ways to strengthen early learning teacher and provider preparation, and support meaningful, ongoing learning experiences. Participants learned about coaching opportunities and integrating practice-based coaching within coursework, work sites, and classrooms. Time was provided for dialogue with speakers and panel members. The intended audience for this workshop included program administrators and staff dedicated to teacher effectiveness and continuous program QI, including CARES Plus program staff, Child Signature Program Early Learning Experts and Early Learning Systems Specialists, RTT-ELC Grant QRIS staff, coaches and mentors, higher education, and others working on CQI and workforce development within early learning programs.

A Local Example:

First 5 Santa Barbara County has layered their RTT-ELC funding with other funding sources to continue to support the early care workforce by:

- Maintaining a professional incentive program designed to encourage early care and education professionals, including center-based child care, licensed and license-exempt family child providers to engage in on-going PD leading to advanced degrees and child development teaching and administrative permits

- Recruiting new partners who have the skills, knowledge, resources and enthusiasm that will enhance program 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	31	51	102	102	102
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	19,916	20,314	20,721	21,135	21,558

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	31	51	102	102	102
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	19,916	20,943	22,501	21,322	20,273

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

Child Development Training Consortium (CDTC) - Permit report 2013-14 and Curriculum Alignment Project (CAP) aligned CA Community Colleges.

Since the valid credentials are for five years, the total number of First-time (New) and upgraded permits for the most recent five years are added together subtracting the renewals and downgraded numbers for the job categories Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Permits could be upgraded / downgraded to a higher/lower permit level (e.g. a teacher permit could be upgraded to a master teacher permit and associate teacher permit could be downgraded to a assistant permit).

Has met our target for the year in number of "aligned" Institutions and providers but has not met the target for the year for number of Early Childhood Educators credentialed by an

"aligned" institution or provider.

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.

Has met our target for the year in number of "aligned" Institutions and providers but has not met the target for the year for number of Early Childhood Educators credentialed by an "aligned" institution or provider.

Currently Child Development Training Consortium (CDTC) financial support is limited to initial findings of the first three levels (Assistant, Associate Teacher and Teacher) of the permit, their upgrades and renewals and upgrades to the Master Teacher, Site Supervisor or Program Director level from lower level permits. Since it only upgrades the number of higher level Permits (Master Teacher, Site Supervisor or Program Director) processed by CDTC, this is a small number.

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)	*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*									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	4,372	2%	4,459	3%	4,549	3%	4,640	3%	4,732	3%
Specify:	Child Development Assistant (Lowest)									
Credential Type 2	6,237	4%	6,362	4%	6,489	4%	6,619	4%	6,751	4%
Specify:	Child Development Associate Teacher									
Credential Type 3	3,782	2%	3,858	2%	3,935	2%	4,013	2%	4,094	2%
Specify:	Child Development Teacher									
Credential Type 4	999	1%	1,019	1%	1,039	1%	1,060	1%	1,081	1%
Specify:	Child Development Master Teacher									
Credential Type 5	3,501	2%	3,571	2%	3,642	2%	3,715	2%	3,790	2%
Specify:	Child Development Site Supervisor									
Credential Type 6	1,025	1%	1,046	1%	1,066	1%	1,088	1%	1,109	1%
Specify:	Child Development Program Director (Highest)									
Credential Type 7										
Specify:										
Credential Type 8										
Specify:										
Credential Type 9										
Specify:										
Credential Type 10										
Specify:										
Credential Type 11										
Specify:										
Credential Type 12										
Specify:										
Credential Type 13										
Specify:										

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)	*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*									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	4,372	2%	4,732	3%	4,938	3%	4,721	3%	4,386	2%
Specify:	Child Development Assistant (Lowest)									
Credential Type 2	6,237	4%	7,340	4%	7,490	4%	7,349	4%	6,953	4%
Specify:	Child Development Associate Teacher									
Credential Type 3	3,782	2%	4,442	2%	5,117	3%	5,691	3%	5,836	3%
Specify:	Child Development Teacher									
Credential Type 4	999	1%	978	1%	1,098	1%	1,098	1%	967	1%
Specify:	Child Development Master Teacher									
Credential Type 5	3,501	2%	2,916	2%	3,261	2%	2,298	1%	2,044	1%
Specify:	Child Development Site Supervisor									
Credential Type 6	1,025	1%	535	1%	597	0%	165	0%	87	0%
Specify:	Child Development Program Director (Highest)									
Credential Type 7										
Specify:										
Credential Type 8										
Specify:										
Credential Type 9										
Specify:										
Credential Type 10										
Specify:										
Credential Type 11										
Specify:										
Credential Type 12										
Specify:										
Credential Type 13										
Specify:										

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

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

Data source: Child Development Training Consortium- Permit report 2014-15.

As to a California Early Education Workforce study by University of California Berkley the estimated total number of early education workforce is 176,000. The percentages for each credential type for each year is based on the estimated total workforce 176,000.

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.

Have met/exceeded our targets for the year in credential types for Child Development Associate Teacher and Child Development Teacher. However, California has lower than the target numbers for credential types Child Development Assistant, Child Development Master Teacher, Child Development Site Supervisor and Child Development Program Director. A lower number of applications for Child Development Program Director permits are due to funding limitations. The stipend for Permit Project of Child Development Training Consortium (CDTC) is funded by Early Education and Support Division (EESD) of the California Department of Education (CDE). Under this project the CDTC pays the application and fingerprint processing fees. Since funding is limited until it is determined to expend total permit stipend budget, permits are processed according to the following priorities on a first-come, first-serve basis:

1. Initial (first-time) permits starting with the lowest level permit
2. Permit renewals starting with the lowest level permit
3. Permit upgrades starting with the lowest level eligible permit

Currently CDTC funding is limited to the initial processing of the first three levels (Assistant, Associate Teacher and Teacher) of the permit, their upgrades and renewals and upgrades to Program Director level from the Teacher Level permit. Since it only upgrades the higher levels of the permit, the number of Program Director Permits processed by CDTC is a small number.

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 CDE has developed the Desired Results Developmental Profile-School Readiness (DRDP-SR) as a Kindergarten Entry Assessment. The DRDP-SR currently includes the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning (including self-regulation), social and emotional development, and English language development. Validity and reliability testing has been completed and a calibration study of the DRDP-SR was completed in 2013.

The CDE and its assessment partners, WestEd and UC Berkeley Evaluation, Assessment, and Research (BEAR) Center, have further developed the DRDP-SR in collaboration with the State of Illinois. This includes the expansion of the instrument to include the domains of physical well-being and motor development (including adaptive skills), History-Social Science, Visual and Performing Arts, and Language and Literacy Development in Spanish. The instrument has also been expanded with later levels of development so the assessment is appropriate for use through the entire kindergarten year. To identify the expanded kindergarten entry assessment the instrument has been named the Desired Results Developmental Profile - Kindergarten (2015) (DRDP-K (2015)). It was field tested and calibration began in the 2014 -15 academic year. The DRDP-K (2015) with all domains went into use in fall 2015. Additional data, collected during fall 2015 implementation, were needed in order to complete the calibration. The calibration analysis will be finalized in spring 2016.

Preliminary validity and reliability studies for DRDP-K took place in 2014, and final calibration activities commenced. Additionally, the CDE collaborated with its assessment partners (UC Berkeley and WestEd) on the design of additional validity and reliability research studies to

begin in 2015. Studies for the DRDP-K that will commence in 2015 include rater certification, inter-rater reliability, criterion zone setting (cut score), and equating studies linking the current version of the DRDP-K assessment to DRDP assessments for preschool, thereby helping to build connections between early education and K -12 communities. These research activities are still underway in 2016.

Each of the Consortia is working with districts in their counties to support training and utilization of the DRDP-SR or DRDP-K within the first two months of starting TK or traditional Kindergarten (K).

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.

Adoption of the DRDP-SR or DRDP-K continues to be mixed, primarily because use of this tool is voluntary. One consortium provides incentives to districts to use the DRDP-SR/K; two held meetings with LEAs; another two held training events on the instrument; and several have sent or provided information about the instrument to local districts. Two are using a different kindergarten entry assessment. Several consortium state that their current focus is on rating early learning programs, limiting their outreach efforts to districts.

Currently, the Santa Clara QRIS is not providing direct funding to support the implementation of the DRDP-SR/K instruments because they are being reviewed by our local school districts that are determining if they can pilot them. Their QRIS is waiting until local school districts can provide specific strategies on how their efforts can be supported. Santa Clara County Office of Education is participating in their consortium and keeping them informed on school districts progress in adopting these tools. Grants from the David and Lucile Packard Foundation and the Silicon Valley Community Foundation are providing planning and implementation grants to support the use of these tools in their county. The Silicon Valley Community Foundation in supporting a pilot in Santa Clara County on the new DRDP-K assessment tool at: Franklin McKinley School District, Orchard School District, Berryessa School District and Mount Pleasant School District. Through this pilot the school districts receive training on how to conduct the assessment and provide follow up trainings after the assessments are complete. TA is provided through a TK Specialist based at the Santa Clara County Office of Education. Campbell Unified School District is utilizing the DRDP-SR and several other school districts are developing plans to pilot this instrument. Efforts are still underway to identify funding support to help provide the training and TA needed to utilize these instruments. The length and time needed to accurately complete these assessments has been reported as a significant challenge by their school districts.

In 2014, the CDE redirected RTT-ELC resources to UC BEAR specifically to support the implementation of the DRDP-K. UC Berkeley consultants supported current and potential DRDP-K users by providing written materials, phone support, and in-person visits and presentations about the purposes, benefits and challenges of the DRDP-K. For example, consultants presented in-person information sessions to teachers and administrators from multiple counties on the development of the DRDP-K, and facilitated sessions on district and classroom level data use using current student data.

UC Berkeley consultants worked to expand adoption of the DRDP-K through multiple strategies including: (1) e-mail and phone call outreach to potential users of the DRDP-K; (2) building communities of practice by helping to connecting districts who are using the DRDP-SR and DRDP-K; and (3) building partnerships with cross-sector stakeholders, including state

and local education agencies, state-level advocacy groups, foundations, and other non-profits. For example, UC Berkeley consultants met multiple times with representatives from Children Now, the First 5 Association, Silicon Valley Community Foundation, WestEd and local education agencies to discuss DRDP-K data use for RTT-ELC Consortia members and other districts. Consultants also solicited input from districts on the design of a new DRDP-K report card for families, and applied this information to create a beta version of the report card for DRDPtech.

In 2014, the DRDP-SR and the DRDP-K were used by 285 teachers, with 5,048 students in 41 local education agencies. Though still modest compared to California's Kindergarten population, this represents almost a tripling of TK & K students assessed using the DRDP-SR or DRDP-K. The DRDP-SR was discontinued in fall 2015. During 2015, the DRDP-K was used by 218 teachers with 3,678 children in 57 local education agencies. The 2015 data reflect only those using the instrument and assessed in Fall 2015.

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.

Data Tables

Commitment to early learning and development.

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

Table (A)(1)-1: Children from Low-Income[1] families, by age	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	276,557	54.6%
Toddlers ages 1 through 2	547,399	54.6%
Preschoolers ages 3 to kindergarten entry	819,339	54.6%
Total number of children, birth to kindergarten entry, from low-income families	1,643,295	54.6%

[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.

Source: State of California, DOF, State and County Population Projections by Race/Ethnicity, Gender and Age 2010 -2060, Sacramento, California, January 2016, and the 2014 California Health Interview Survey.

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]	51,339	2.04%
Are English learners[2]	885,206	35.2%
Reside on "Indian Lands"	4,273	0.17%
Are migrant[3]	12,121	0.81%
Are homeless[4]	155,909	5.2%
Are in foster care	18,816	0.75%
Other 1 as identified by the State	949,560	38%
Describe:	Risk of Developmental Delay	
Other 2 as identified by the State		
Describe:		

[1]For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

[2]For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

[3]For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

[4]The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes
Enter text here to indicate data source and clarify or explain any of these data if needed.

Data Sources:

Have Disability or Developmental Delay:

Data was obtained from DataQuest, the CDE Reporting System, on January 16, 2015. "Special education enrollment by age and disability" data obtained for December 2014. The percentage was obtained by dividing the number of children, ages 0 -4 enrolled in special education by the total number of California children ages 0 -4. California 0 -4 year old population estimate was pulled from the 2014 American Community Survey 1-year, Table DP05: ACS DEMOGRAPHICS AND HOUSING, U.S. Census Bureau, 2014 American Community Survey.

English Learners:

(CDE) English language learners is an estimate based upon the percentage of kindergartners that are designated as English Language Learners upon school entry (35%). This percentage was obtained from DataQuest on January 16, 2015. Data for "Statewide English Learners by language and grade" and "Statewide enrollment by grade" for 2014 -15 was used to calculate the percentage of kindergartners that were designated English Language Learners. California 0 -4 year old population estimate was pulled from the 2014 American Community Survey 1-year, Table DP05: ACS DEMOGRAPHICS AND HOUSING, U.S. Census Bureau, 2014 American Community Survey.

Reside on Indian Lands:

This estimate used the 2010 Census summary File 1 Table PCT12 and included children 0 -4 of American Indian Areas/Alaska Native Areas in California. Tabulations were done by the California DOF State Census Data Center.

Migrant:

This estimate used the unduplicated statewide number of eligible migrant children age 3 through 5 who, within three years of making a qualifying move, resided in a state one or more days, between September 1 and August 31 of reporting period 2013 -14 as collected by the CDE through the Local Education Agency (LEA) reporting to the Consolidated Application Data System for the Consolidated State Performance Report.

Homeless:

This estimate used the total unduplicated statewide number of homeless students who were enrolled in public schools in LEAs as collected by the CDE through the LEA reporting to the Consolidated Application Data System for the 2013 -14 Consolidated State Performance Report. This number was multiplied by 42 percent to calculate the estimated number of homeless children age 0 -5. As noted in the National Center on Family Homelessness report "California: American's Youngest Outcasts: State Report Card on Child Homelessness". The estimate is based on research that 42 percent of homeless children are ages 0 -5. For more information, see Burt, M. et al. (1999). Homelessness: Programs and the People They Serve. Washington, DC: The Urban Institute. You can find more information on child homelessness on the Urban Institute Web page at www.urbaninstitute.org. Percentage obtained by dividing the estimated number of homeless children age 0 -5 by the total number of children age 0 -5 in California was pulled from data about the health and well-being of children in communities across California on the Kidsdata.org Web page at www.Kidsdata.org.

In Foster Care:

Data obtained from University of California at Berkeley's Center for Social Services Research. Children ages 0 -4 "Number in Care". Obtained on January 23, 2016.

At Risk of Development Delay:

Data obtained by analyzing data from the 2009 California Health Interview Survey as of February 5, 2015. To obtain the estimated percentage, "Risk of Developmental Delay" was collapsed into two levels -- Moderate to High Risk and Low to No Risk for California children ages 0 -4 at http://www.chis.ucla.edu/. To obtain the estimated number of children at risk of developmental delay the total CA population age 0 -4 was multiplied by the estimated percentage.

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	138,300	138,300
Specify:				
Data Source and Year:	CDE Child Development Management Information System (CDMIS) for April 2015			
Early Head Start and Head Start[1]	6,654	22,021	102,342	131,017
Data Source and Year:	Head Start Program Information Report Enrollment Statistics Report for 2013-2014.			
Programs and services funded by IDEA Part C and Part B, section 619	4,105	53,545	55,030	112,680
Data Source and Year:	IDEA Part C: California Department of Developmental Services Early Start Program f			
Programs funded under Title I of ESEA	0	4,335	16,487	20,822
Data Source and Year:	CDE Consolidated State Performance Report (CSPR) for School Year 14-15.			
Programs receiving funds from the State's CCDF program	5,215	28,545	62,565	96,725
Data Source and Year:	CDE Child Development Management Information System (CDMIS) for April 2015			
Other 1				
Specify:				
Data Source and Year:				
Other 2				
Specify:				
Data Source and Year:				
Other 3				
Specify:				
Data Source and Year:				
Other 4				
Specify:				
Data Source and Year:				
Other 5				
Specify:				
Data Source and Year:				
Other 6				
Specify:				
Data Source and Year:				

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				
Specify:				
Data Source and Year:				
Other 8				
Specify:				
Data Source and Year:				
[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.

State Funded Preschool: California Department of Education (CDE) Child Development Management Information System (CDMIS) for April 2015.

Early Head Start and Head Start data: Head Start Program Information Report Enrollment Statistics Report for 2014-2015.

IDEA Part C: California Department of Developmental Services Early Start Program for Calendar Year 2014.

IDEA Part B Section 619: CDE Special Education Division for December 2014.

Title 1 of ESEA: CDE Consolidated State Performance Report (CSPR) for School Year 14-15.

Programs receiving CCDF funds: CDE CDMIS for April 2015.

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.

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
Number of Children							
State-funded preschool	95,960	775	8,529	10,481	608	0	17,838
Specify:	Full day and Part day						
Early Head Start and Head Start[1]	98,660						
Early Learning and Development Programs funded by IDEA, Part C							
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	101,010	666	7,662	35,053	793	0	30,168
Other 1							
Describe:							
Other 2							
Describe:							

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

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

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							
Describe:							
Other 4							
Describe:							
Other 5							
Describe:							
Other 6							
Describe:							
Other 7							
Describe:							
Other 8							
Describe:							

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

State Funded Preschool: California Department of Education (CDE) Child Development Management Information System (CDMIS) for October 2015.

Early Head Start and Head Start data: Head Start Program Information Report Enrollment Statistics Report for 2014-2015.

Programs receiving CCDF funds: CDE CDMIS for October 2015.

Head Start Program Information Report states Ethnicity and Race separately.

[1]Ethnicity- Hispanic or Latino origin - 98,660, Non-Hispanic/Non - Latino origin 34,164

Race -American Indian/Alaska Native -9,440. Asian-6,015. Black or African American 12,351. Native Hawaiian/Pacific Islander 699. White 69,593. Biracial or Multi-Racial 7,750. Other Race -21,045 and Unspecified Race 5,932 (These Ethnicity and Race numbers include 1,808 Pregnant Women)

California Department of Education does not collect or have race/ethnicity data for programs

other than California State Preschool Program (CSPP), CCDF programs and EHS/HS programs.

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 Start[1]	0	0	0	0	
State-funded preschool	$373,695,000	$481,003,000	$506,965,000	$654,450,000	$834,773,000
Specify:	State General Fund				
State contributions to IDEA Part C	$73,227,000	$73,237,000	$74,753,000	$75,933,000	$77,126,000
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	0	0	0	0
Total State contributions to CCDF[2]	$1,428,156,000	$1,231,606,000	$1,249,409,000	$1,486,685,000	$1,826,403,000
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded	Exceeded	Exceeded	Exceeded
If exceeded, indicate amount by which match was exceeded	$756,878,774	$454,222,878	$445,790,451	$533,731,909	$693,457,487
TANF spending on Early Learning and Development Programs[3]	$408,563,000	$364,998,000	$377,484,000	$348,550,000	$380,627,000
Other State contributions 1	$17,259,034	$21,589,912	$29,012,688	$28,873,345	$13,583,008
Specify:	F5CA Child Signature Program				
Other State contributions 2					
Specify:					
Other State contributions 3					
Specify:					
Other State contributions 4					
Specify:					
Other State contributions 5					
Specify:					
Other State contributions 6					
Specify:					

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					
Specify:					
Other State contributions 8					
Specify:					
Total State contributions:	**$1,927,205,034**	**$1,691,430,912**	**$1,730,658,688**	**$1,940,041,345**	**$2,297,739,008**

[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.

This data reflects the State Fiscal Year (SFY) beginning July 1 and ending June 30 of each SFY.

The sections related to State-funded preschool, Total State contributions to CCDF, and State match to CCDF reflect state general fund appropriated for the Child Care and Development Program for that SFY.

Total state contributions to CCDF include all state general fund allocated to the California Department of Education (CDE) including the amounts provided in the State-funded preschool fields and the amounts allocated for Quality Improvement projects.

State match to CCDF reflects the state general fund allocated to the CDE for the Child Care and Development Program, except for the amounts provided in the State-funded preschool fields that were not used for either maintenance of effort or match. Some of the excess is used by the California Department of Social Services for TANF match.

The Year Four amount for the F5CA Child Signature Program is less because a portion of the program ended.

Total State contributions is the sum of State contributions to IDEA Part C, Total State contributions to CCDF, TANF spending on Early Learning and Development, and F5CA Child Signature Program.

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 Program[1]					
Type of Early Learning and Development Program	**Baseline**	**Year One**	**Year Two**	**Year Three**	**Year Four**
State-funded preschool *(annual census count; e.g., October 1 count)*	101,414	149,361	134,853	136,718	138,300
Specify:					
Early Head Start and Head Start[2] *(funded enrollment)*	121,506	122,558	133,718	119,647	131,017
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	80,226	80,428	103,636	106,535	112,680
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	26,580	24,860	19,174	29,725	20,822
Programs receiving CCDF funds *(average monthly served)*	125,899	102,610	98,906	101,665	96,725
Other 1					
Describe:					
Other 2					
Describe:					
Other 3					
Describe:					
Other 4					
Describe:					
Other 5					
Describe:					
Other 6					
Describe:					
Other 7					
Describe:					
Other 8					
Describe:					

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

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

Data Table A(1)-5 Data Notes

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

State Funded Preschool: California Department of Education (CDE) Child Development Management Information System (CDMIS) for April 2015.

Early Head Start and Head Start data: Head Start Program Information Report Enrollment Statistics Report for 2014-2015.

IDEA Part C: California Department of Developmental Services Early Start Program for Calendar Year 2014.

IDEA Part B Section 619: CDE Special Education Division for December 2014.

Title 1 of ESEA: CDE Consolidated State Performance Report (CSPR) for School Year 14-15.

Programs receiving CCDF funds: CDE CDMIS for April 2015.

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

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

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

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

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	
Specify:					
Early Head Start and Head Start[1]	X	X		X	
Programs funded by IDEA, Part C	X	X		X	
Programs funded by IDEA, Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA		X	X		
Programs receiving CCDF funds		X	X	X	
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**	X				
Tier 2	X	X	X		
Tier 3	X	X	X	X	
Tier 4	X	X	X	X	
Tier 5	X	X	X	X	
State licensing requirements	X				
Other 1	X	X	X	X	
Describe:	First 5 California Child Signature Program				
Other 2					
Describe:					
Other 3					
Describe:					
Other 4					
Describe:					
Other 5					
Describe:					

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

Table (A)(1)-7 - Additional Other rows					
	Elements of a Comprehensive Assessment System				
Types of programs or systems	**Screening Measures**	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
Other 6					
Describe:					
Other 7					
Describe:					
Other 8					
Describe:					

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

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.

There are changes to nine of the projects. The changes are mainly due to reductions in personnel and position related costs, contract adjustments, and indirect costs. Funds were redirected to provide augmentations for Project 4 - Screening Tool Distribution, Project 10 - Electronic Training Materials on Existing Content and Project 12 - Evaluation. There were also some shifts of encumbrance amounts between grant years.

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

No changes are anticipated.

Project Budget 1

 Project Name: Grants Management

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

There was some savings realized due to staff moving to other positions. None of the three limited-term positions dedicated to RTT-ELC grant activities were extended. This impacts the Personnel line item and also results in a corresponding savings to position related costs and indirect costs. The Equipment and Supplies expenditures were slightly less than originally anticipated. In addition as a result in the change in policy to allow more flexibility with the technical assistance funds, the indirect cost changes related to technical assistance activities for Grant Years 4 and 5 are now included in the technical assistance line item. The savings from this project was redirected to provide additional funding for other projects.

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.

No changes are anticipated.

Project Budget 2

 Project Name: Regional Leadership Consortia, Expansion and Related Activities

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

This project was reduced slightly to reflect the actual amount of the contract which supports the 14 RTT-ELC Consortia counties joining the ECE Workforce Registry. There was some change in the grant amounts allocated to the Consortia between Grant Years 4 and 5. This was due to the redistribution of funds from those Consortium not able to fully utilize their grant funds to those who had additional needs.

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.

No changes are anticipated.

Project Budget 3

Project Name: Home Visiting

Project Budget Narrative

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

The amount for this project was reduced to reflect the final amount of both contracts. Once it was determined that the funds would not be needed for activities related to this project, the savings was redirected to other projects.

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.

No changes are anticipated.

Project Budget 4

 Project Name: Screening Tool Distribution

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

There is a new contract for $41,000 to deliver training and resources to the 17 RTT-ELC Consortia and 14 Mentee Counties on the Ages and Stages Questionnaire (ASQ) and the Ages and States Questionnaire: Social Emotional (ASQ:SE). The project budget was increased to include the contract and associated indirect costs.

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.

No changes are anticipated.

Project Budget 5

Project Name: **Curricula Development for Higher Education**

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.

No change.

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.

No changes are anticipated.

Project Budget 6

Project Name: CSEFEL

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.

No change.

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.

No changes are anticipated.

Project Budget 7

 Project Name: Licensing Website

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.

No change.

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.

No changes are anticipated.

Project Budget 8

 Project Name: Linking KEA Data to CALPADS

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.

It was decided that some of the funding for staff was not needed resulting is some savings in Personnel and the associated position related and indirect costs. There was also a correction to the indirect cost charges. The savings was redirected to other projects.

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.

No changes are anticipated.

Project Budget 9

Project Name: PAS/BAS Training For Mentors

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 amount for this project was reduced to reflect the final amount of the contract. Once it was determined that the funds would not be needed for activities related to this project, the savings was redirected to other projects.

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.

No changes are anticipated.

Project Budget 10

 Project Name: Electronic Training Materials On Existing Content

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.

$265,000 was added to this project for a contract for the development of additional content and increased maintenance demand.

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.

No changes are anticipated.

Project Budget 11

 Project Name: Professional Development For Early Start

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.

No change.

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.

No changes are anticipated.

Project Budget 12

 Project Name: Evaluation

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.

An additional task was added to the contract which will provide more accurate information. The new task includes replicating the measurement properties analysis with 2014 rating data and supplementing the concurrent validity analysis with additional slots. The cost for this task is $483,101.00. There was savings of $469,377.56 from the contract. Savings from other projects was used to add $13,723.44 which was needed for this project to fully fund this task.

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.

No changes are anticipated.

Project Budget 13

 Project Name: Inter-Rater Reliability

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 budget was realigned between years to reflect when the contract was encumbered. This also resulted in a slight increase in indirect cost charges as the Indirect Cost Rate varies from year to 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.

No changes are anticipated.

Project Budget 14

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 California APR had 13 Projects. Pages 98 of 113 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	$35,070.51	$79,071.48	$199,203.66	$191,479.26	$504,824.91
2. Fringe Benefits	$508.49	$7,111.23	$41,575.40	$61,246.66	$110,441.78
3. Travel	$0.00	$1,755.92	$9,043.44	$1,139.08	$11,938.44
4. Equipment	$0.00	$0.00	$0.00	$1,249.65	$1,249.65
5. Supplies	$0.00	$0.00	$53.59	$4.87	$58.46
6. Contractual	$2,286,229.32	$3,826,510.41	$6,206,244.47	$2,707,622.74	$15,026,606.94
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$296,526.17	$81,414.20	$24,501.07	$402,441.44
9. Total Direct Costs (add lines 1-8)	$2,321,808.32	$4,210,975.21	$6,537,534.76	$2,987,243.33	$16,057,561.62
10. Indirect Costs*	$126,711.10	$286,614.13	$212,444.20	$76,403.14	$702,172.57
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$9,850,000.00	$10,150,000.00	$26,024,702.50	$10,352,656.62	$56,377,359.12
12. Funds set aside for participation in grantee technical assistance	$12,062.77	$24,193.21	$68,487.13	$45,561.81	$150,304.92
13. **Total Grant Funds Requested** (add lines 9-12)	$12,310,582.19	$14,671,782.55	$32,843,168.59	$13,461,864.90	$73,287,398.23
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$12,310,582.19	$14,671,782.55	$32,843,168.59	$13,461,864.90	$73,287,398.23

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

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

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

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

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

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

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

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Actual Expenditures for Project 1 - Grants Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$35,070.51	$59,450.08	$193,175.37	$183,509.88	$471,205.84
2. Fringe Benefits	$508.49	$967.62	$39,685.80	$58,507.54	$99,669.45
3. Travel	$0.00	$1,755.92	$9,043.44	$1,139.08	$11,938.44
4. Equipment	$0.00	$0.00	$0.00	$1,249.65	$1,249.65
5. Supplies	$0.00	$0.00	$53.59	$4.87	$58.46
6. Contractual	$0.00	$0.00	$2,846.42	$2,961.00	$5,807.42
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$4,889.85	$28,051.70	$24,501.07	$57,442.62
9. Total Direct Costs (add lines 1-8)	$35,579.00	$67,063.47	$272,856.32	$271,873.09	$647,371.88
10. Indirect Costs*	$7,310.39	$19,330.81	$78,928.14	$61,574.70	$167,144.04
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	$12,062.77	$24,193.21	$68,487.13	$45,561.81	$150,304.92
13. **Total Grant Funds Requested** (add lines 9-12)	$54,952.16	$110,587.49	$420,271.59	$379,009.60	$964,820.84
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)	$54,952.16	$110,587.49	$420,271.59	$379,009.60	$964,820.84

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

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

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

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

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

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Actual Expenditures for Project 2 - Regional Leadership Consortia, Expansion and Related Activities

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	$249,460.00	$0.00	$249,460.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$249,460.00	$0.00	$249,460.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$9,850,000.00	$10,150,000.00	$26,024,702.50	$10,352,656.62	$56,377,359.12
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$9,850,000.00	$10,150,000.00	$26,274,162.50	$10,352,656.62	$56,626,819.12
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$9,850,000.00	$10,150,000.00	$26,274,162.50	$10,352,656.62	$56,626,819.12

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

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

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

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

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Actual Expenditures for Project 3 - Home Visiting

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	$407,701.44	$183,469.28	$0.00	$0.00	$591,170.72
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)	$407,701.44	$183,469.28	$0.00	$0.00	$591,170.72
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)	$407,701.44	$183,469.28	$0.00	$0.00	$591,170.72
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)	$407,701.44	$183,469.28	$0.00	$0.00	$591,170.72

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.

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Actual Expenditures for Project 4 - Screening Tool Distribution

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	$25,679.99	$0.00	$198,065.40	$56,934.50	$280,679.89
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$291,636.32	$53,362.50	$0.00	$344,998.82
9. Total Direct Costs (add lines 1-8)	$25,679.99	$291,636.32	$251,427.90	$56,934.50	$625,678.71
10. Indirect Costs*	$5,955.35	$61,243.63	$72,028.68	$12,354.79	$151,582.45
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$31,635.34	$352,879.95	$323,456.58	$69,289.29	$777,261.16
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$31,635.34	$352,879.95	$323,456.58	$69,289.29	$777,261.16

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

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

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Actual Expenditures for Project 5 - Curricula Development for Higher Education

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	$170,000.00	$224,542.00	$226,840.00	$128,618.00	$750,000.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$170,000.00	$224,542.00	$226,840.00	$128,618.00	$750,000.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$170,000.00	$224,542.00	$226,840.00	$128,618.00	$750,000.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$170,000.00	$224,542.00	$226,840.00	$128,618.00	$750,000.00

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

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Actual Expenditures for Project 6 - CSEFEL

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	$835,458.13	$994,101.87	$939,504.00	$469,752.00	$3,238,816.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$835,458.13	$994,101.87	$939,504.00	$469,752.00	$3,238,816.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$835,458.13	$994,101.87	$939,504.00	$469,752.00	$3,238,816.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$835,458.13	$994,101.87	$939,504.00	$469,752.00	$3,238,816.00

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

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Actual Expenditures for Project 7 - Licensing Website

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	$900,000.00	$100,000.00	$1,000,000.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$900,000.00	$100,000.00	$1,000,000.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$900,000.00	$100,000.00	$1,000,000.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$0.00	$0.00	$900,000.00	$100,000.00	$1,000,000.00

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

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Actual Expenditures for Project 8 - Linking KEA Data to CALPADS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$0.00	$19,621.40	$6,028.29	$7,969.38	$33,619.07
2. Fringe Benefits	$0.00	$6,143.61	$1,889.60	$2,739.12	$10,772.33
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	$387,296.00	$252,259.00	$177,837.00	$817,392.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$413,061.01	$260,176.89	$188,545.50	$861,783.40
10. Indirect Costs*	$0.00	$93,039.69	$1,789.43	$2,473.65	$97,302.77
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	$506,100.70	$261,966.32	$191,019.15	$959,086.17
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$0.00	$506,100.70	$261,966.32	$191,019.15	$959,086.17

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 9 - PAS/BAS Training for Mentors

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	$21,458.00	$0.00	$0.00	$0.00	$21,458.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$21,458.00	$0.00	$0.00	$0.00	$21,458.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$21,458.00	$0.00	$0.00	$0.00	$21,458.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$21,458.00	$0.00	$0.00	$0.00	$21,458.00

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

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

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

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

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

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

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

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

Actual Expenditures for Project 10 - Electronic Training Materials on Existing Content

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	$540,215.76	$50,000.00	$50,000.00	$290,000.00	$930,215.76
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$540,215.76	$50,000.00	$50,000.00	$290,000.00	$930,215.76
10. Indirect Costs*	$113,445.36	$0.00	$0.00	$0.00	$113,445.36
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)	$653,661.12	$50,000.00	$50,000.00	$290,000.00	$1,043,661.12
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$653,661.12	$50,000.00	$50,000.00	$290,000.00	$1,043,661.12

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

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

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

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

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

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

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Actual Expenditures for Project 11 - Professional Development for Early Start

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	$285,716.00	$285,714.00	$285,714.00	$142,856.00	$1,000,000.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$285,716.00	$285,714.00	$285,714.00	$142,856.00	$1,000,000.00
10. Indirect Costs*	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$285,716.00	$285,714.00	$285,714.00	$142,856.00	$1,000,000.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$285,716.00	$285,714.00	$285,714.00	$142,856.00	$1,000,000.00

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

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

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

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

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

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Actual Expenditures for Project 12 - Evaluation

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	$1,701,387.26	$2,592,936.40	$578,001.72	$4,872,325.38
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	$1,701,387.26	$2,592,936.40	$578,001.72	$4,872,325.38
10. Indirect Costs*	$0.00	$113,000.00	$0.00	$0.00	$113,000.00
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	$1,814,387.26	$2,592,936.40	$578,001.72	$4,985,325.38
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)	$0.00	$1,814,387.26	$2,592,936.40	$578,001.72	$4,985,325.38

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

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

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Actual Expenditures for Project 13 - Inter Rater Reliability

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	$508,619.25	$760,662.52	$1,269,281.77
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	$508,619.25	$760,662.52	$1,269,281.77
10. Indirect Costs*	$0.00	$0.00	$59,697.95	$0.00	$59,697.95
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	$568,317.20	$760,662.52	$1,328,979.72
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)	$0.00	$0.00	$568,317.20	$760,662.52	$1,328,979.72

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.

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