

Early Learning Challenge

2016 ANNUAL PERFORMANCE REPORT



JUNE 2017





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

Kentucky

2016

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General Information

1. PR/Award#: S412A130045

2. Grantee Name Governor's Office of Early Childhood

3. Grantee Address 125 Holmes Street, Suite 3.

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Reporting Period Information

5. Reporting Period: From: 01/01/2016 To: 12/31/2016

Indirect Cost Information

6. Indirect Costs

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

Period Covered by the Indirect Cost Rate Agreement(s): From: _____ To: _____

Approving Federal agency: ED HHS Other Specify other: _____

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

Executive Summary

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

In its third year of implementation, Kentucky continued to utilize the Race to the Top Early Learning Challenge opportunity to improve the quality of early learning and development programs, engage and support families and enhance our ability to measure the impact of work by improved data integration.

Accomplishments

Kentucky launched the Kentucky All STARS TQRIS on July 1, 2016. By the end of 2016, all state-funded preschool programs and Head Start programs entered Kentucky All STARS at a Level 3 STAR and licensed and certified programs entered Kentucky All STARS at a Level 1 STAR. All early learning and development programs had and still have the opportunity to advance to higher levels of Kentucky All STARS after the initial migration phase.

Kentucky provided multiple incentives to early learning and development programs in 2016 in an effort to improve the quality of programs serving children with high needs. Kentucky provided fifty classroom makeovers through a contract with Lakeshore Learning to twenty five licensed child care programs which received two classroom makeovers each. State-funded preschool programs received training and materials to improve scores on environmental rating scales, to overall improve quality within program sites.

Kentucky also provided quality improvement grants to over thirty licensed child care programs. These quality improvement grants could be used in a variety of funding categories to achieve School Readiness. The goal of the quality improvement grants is to better equip early learning and development programs with the resources needed to increase school readiness in communities.

Kentucky improved communications across cabinets, agencies and divisions. When the Project 2 coordinator accepted the Acting Director Position at the Kentucky Governor's Office of Early Childhood (GOEC) it created an avenue for stronger communications through existing relationships. When the GOEC hired the Project Manager, it enabled the GOEC to communicate effectively and efficiently with all project leads about grant deliverables.

The Kentucky Strengthening Families online module which provides high quality training on the Strengthening Families Framework and the importance of protective factors has been completed by 1220 professionals.

The Race to the Top Early Learning Challenge Grant has funded one hundred United Way Born Learning Academies.

Lessons Learned

Integrating HANDS home visiting data into the Kentucky Longitudinal Data System (KLDS) was more challenging than expected. The additional time needed to accomplish this task was a lesson learned. In 2016, the KLDS integrated all historical HANDS data as well as put processes in place to integrate current and future data.

While communications improved, communication at all levels is much easier said than done. Kentucky struggled with effectively communicating the change from STARS for KIDS NOW to Kentucky All STARS. This affected the awareness of the new system, and impacted the adoption of the new TQRIS. Kentucky worked at the end of 2016 to develop a Communications Plan and will hire a communications firm in 2017 to improve internal communications and to achieve the marketing and awareness campaign for Kentucky All STARS that Kentucky committed to completing.

Challenges and Strategies to Address Challenges

Head Start data integration into the KLDS has been challenging as Kentucky works through how to collect data from each Grantee individually. Head Start data is stored separately since there is not a statewide database. The Kentucky Center for Education & Workforce Statistics (KCEWS) has met with other states to discuss strategies and lessons learned which has been helpful in determining how to move forward with collecting data. Kentucky made significant progress toward integrating Head Start data into the KLDS in 2016 and processes have been put in place for integrating Head Start grantee data in 2017.

In 2016, Kentucky did not make as much progress as anticipated, especially within Project 2. Based upon guidance from federal project officers, Kentucky developed a Corrective Action Plan (CAP) to achieve project and fiscal goals. Within this CAP, Kentucky provided a monthly reporting template for multiple project and fiscal goals, both strictly tied to updated deliverables, that Kentucky will utilize throughout 2017 to keep federal project officers apprised of progress.

Kentucky also experienced several changes in governance structure that affected leadership and staff positions at Participating State Agencies (PSAs). With change comes the training and guidance to the new administration, leadership and staff on RTT-ELC deliverables. Leadership and staff are now fully in place and up to speed on RTT-ELC grant deliverables and the CAP.

In 2016, Kentucky continued to struggle with balancing the RTT-ELC budget. Kentucky will work with federal project officers to submit a Budget Amendment that reflects carryover funds and several changes across projects and line items. With the transitions in governance structure, grants management staff increased monitoring of RTT-ELC project budgets. Through monitoring and planning meetings with the PSAs, it was discovered that the project budgets needed to be amended to align with the budgetary needs for the deliverables. Moving forward, Kentucky will share all project and agency budgets with PSAs in an effort to be fully transparent in communications.

Communications, in general, were a challenge in 2016. Disseminating information effectively to program staff across the state, along with early care and development providers, proved to be a challenge as previously noted. Through the contract with the University of Kentucky (UK), there are over 100 staff across Kentucky working on implementing Kentucky All STARS. The Division of Child Care (DCC) noticed that communication was often not reaching staff in the field and seemed to get stuck at leadership or regional channels. In 2016, DCC and UK recognized that a disconnect was happening and that information was not reaching these field staff who needed it the most. As a result, DCC convened a meeting in December 2016 with Regional Child Care Aware Coordinators (RCCAs) and Content Coordinators. This allowed communication to flow directly from DCC and UK leadership to field staff and has significantly improved project progress and the flow of information.

Communications also created a barrier during the migration of programs into Kentucky All STARS after the launch of Kentucky's TQRIS on July 1, 2016 at early learning and development sites that have different program types. State-funded preschool, Head Start and licensed child care programs operate independently but are sometimes blended, to varying degrees. Historically, the Kentucky Department of Education (KDE) funds, supports and monitors any program or classroom that serves a child enrolled in the state-funded preschool program, including Head Start programs that are blended with a state-funded preschool program site. Head Start programs that do not serve state funded preschool children are licensed and monitored by the DCC. With the roll out of Kentucky All STARS, assigning an All STARS rating to individual sites that house multiple program types has proved challenging. Each program has different regulations, policies and procedures. The programs are also monitored by different agencies on differing schedules. KDE, the DCC and Head Start are working on a cross-rater reliability plan that will enable Kentucky to implement a truly unified TQRIS.

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).

In 2016, Kentucky developed a CAP, due to slower than anticipated progress on grant deliverables, especially within Project 2. This CAP was developed in partnership with leadership and staff positions at all PSAs.

In 2016, Kentucky experienced several changes in governance structure affected by the most recent change in administration. In November 2015, Kentucky elected Governor Matt Bevin, who succeeded Governor Steve Beshear. With the change in administration, new leadership was appointed in the Education and Workforce Development Cabinet and the Cabinet for Health and Family Services (CHFS). Both of these cabinets are responsible for many Race to the Top deliverables. These changes in administration and leadership led to further changes throughout 2016, within the Lead Agency, changes to how the State Advisory Council is involved and staffing changes at PSAs. With change comes the training and guidance to the new administration, leadership and staff on RTT-ELC deliverables. Leadership and staff are now fully in place and up to speed on RTT-ELC grant deliverables and the CAP.

In the fall of 2016, the Project 2 Coordinator at the CHFS accepted the position of Acting Director of the GOEC which is the Lead Agency for RTT-ELC.

The Early Childhood Advisory Council (ECAC) receives regular updates on the status of Kentucky's RTT-ELC grant deliverables. The ECAC holds the GOEC accountable for progress and deliverables on the RTT-ELC grant.

Changes in staffing at the PSAs slowed progress on RTT-ELC deliverables. After hiring, new employees must be brought up to speed on grant timelines and projects. This was a particular hardship for Project 2, the implementation of Kentucky All STARS.

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.

Kentucky includes stakeholders at all levels of RTT-ELC implementation and during all activities carried out under the grant, either directly or indirectly. Kentucky has a long history of ensuring that all stakeholders are at the table and throughout implementation of RTT-ELC deliverables, Kentucky has continued to follow this pattern.

Successful State Systems

Kentucky's state advisory council, the ECAC, oversees the implementation of RTT-ELC deliverables and has direct advisory authority over the GOEC, which is the Lead Agency for RTT-ELC. The ECAC is a 26 member body of statewide early childhood stakeholders. The ECAC strengthens state, regional, and local level coordination and collaboration among the various sectors and settings of early childhood programs in the state. The GOEC proactively seeks input from leaders and key staff of PSAs, from relevant cabinet secretaries and the Commissioner of Education, and from members of the

ECAC.

High Quality, Accountable Programs

The Kentucky All STARS TQRIS is a five star hybrid block and points rating system that applies to all early learning and development programs statewide. In order to develop and implement Kentucky All STARS, Kentucky has made a concerted effort to ensure that all stakeholders are involved. Each time meetings are held, decisions are made or deliverables are completed, Kentucky works to ensure that the efforts are unified, to match the unified TQRIS. The team that regularly meets about the implementation of Kentucky All STARS includes the GOEC, the CHFS, the KDE and the Head Start State Collaboration Office.

Promoting Early Learning Outcomes

Kentucky's Early Learning and Development Standards, called the Kentucky Early Childhood Standards, were updated and revised in 2013 by a representative workgroup that reviewed the original 2003 document. For all RTT-ELC deliverables related to the Kentucky Early Childhood Standards, Kentucky seeks input from early childhood professionals and trainers with content expertise in the Standards. Before anything is shared, a group of stakeholders approves the final products.

Kentucky's efforts to engage and support families are strongly supported by stakeholder groups. The United Way Born Learning Academies are supported by local stakeholder groups including Family Resource & Youth Services Centers, local businesses, and the faith-based community. The Strengthening Families Leadership Team is a volunteer group of state agencies, private businesses, non-profit organizations and early childhood advocates. Both of these initiatives would be impossible without stakeholders involved.

Early Childhood Education Workforce

In order to create the Workforce Knowledge & Competency Framework and the Progression of Credentials, Kentucky needed a workgroup of early childhood professionals and experts. Kentucky utilizes one of its largest stakeholders, the Community Early Childhood Councils, to deliver professional development to local communities. Lastly, the Super Stars Leadership Academy brings together state and local stakeholders to deliver leadership skills trainings to early childhood professionals.

Measuring Outcomes and Progress

The KCEWS continually works with relevant stakeholders to ensure that data brought into the KLDS is utilized with fidelity. Including the development of the Early Childhood Profile, KCEWS regularly interacts with stakeholders to ensure that data available to the public is useful and complete.

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.

Kentucky Legislature passed HB 234 in 2015 which required all publicly funded early learning and development programs to participate in the TQRIS. The requirement for publicly funded licensed childcare, certified family childcare homes, state-funded preschool, and Head Start programs to be included in the TQRIS exists in Kentucky statute (KRS 199.8943). The Kentucky Administrative Regulations (KAR) for the system are currently under development by the KDE and the CHFS. These agencies are working collaboratively to develop regulations. Until such a time that the KAR for the Kentucky All STARS TQRIS are filed and approved, Kentucky's old QRIS STARS for Kids NOW and the Kentucky All STARS TQRIS will run simultaneously. Kentucky expects the KAR for the new unified system to be filed and approved by the third quarter of 2017.

Participating State Agencies

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

In 2016, Kentucky developed a CAP, due to slower than anticipated progress on grant deliverables, especially within Project 2. This CAP was developed in partnership with leadership and staff positions at all PSAs. While there was a period of time with significantly slowed progress, all PSAs continue participation in RTT-ELC grant deliverables.

Leadership at each of the PSAs is engaged, through constant communication and regular updates, to ensure Kentucky's RTT-ELC grant deliverables are met. Key project leadership and senior-level agency leadership from all PSAs are regularly apprised of RTT-ELC grant progress, including achievements and challenges, which is a significant change to how communications occurred about RTT-ELC matters previously.

The monthly reporting templates provided with Kentucky's CAP for multiple project and fiscal goals will be completed in partnership with staff positions at all PSAs.

The Secretary of the CHFS as well as the Commissioner of the Department for Community Based Services (DCBS), where the DCC is located, receive weekly updates on the number of programs migrating into and advancing to higher levels of Kentucky All STARS.

The Commissioner of Education receives regular updates from the Associate Commissioner regarding grant implementation, and these updates are informed by weekly sessions between the Division Director, Branch Manager and RTT-ELC Preschool Program Coordinator. The Acting Director of the GOEC and the Associate Commissioner of Education were asked to give regular updates about RTT-ELC to the Kentucky Board of Education.

Kentucky has reviewed the state's sub-recipient monitoring plan and made adjustments as needed. PSAs are strengthening supervision of sub-recipients. The CHFS has strengthened communication and oversight with the UK, their largest sub-recipient. Communication between the CHFS, DCC and UK is occurring daily.

Project level staff are also working very closely to ensure Kentucky's RTT-ELC grant deliverables are met. The Kentucky Governor's Office of Early Childhood (GOEC) is in constant communication with all of the PSAs to ensure deliverables are met. Operating in a matrix like fashion, leadership and project level staff work with each other across agencies. The RTT-ELC Project Manager, housed in the GOEC, works with and communicates with project leads at the PSAs on a daily basis, especially the project leads involved in Project 2, the implementation of Kentucky All STARS.

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.

Kentucky launched the Kentucky All STARS TQRIS on July 1, 2016. Kentucky has operated a four star block level QRIS, called STARS for KIDS NOW, since 2000. STARS for KIDS NOW was voluntary for licensed centers and certified child care homes and did not include school based programs. Participation in the five star hybrid level Kentucky All STARS included licensed and certified programs, as well as school based programs. Kentucky All STARS is mandatory for all programs receiving public funding to ensure high needs children have access to high quality programming.

Kentucky conducted a two phase pilot of Kentucky All STARS, with phase one conducted in 2015 and phase two conducted through March 2016. The pilot plan, which was developed by the University of Kentucky (UK), the DCC and the KDE, was designed to give the state critical information as the redesign process moved forward.

The initial phase of the pilot began with a draft grid that was designed by a cross-agency team called the STARS Redesign Workgroup. This hybrid grid had block levels at one, two and three, and point levels at four and five. Phase one of the pilot included a survey to all early care and education programs to identify understanding of quality standards, on-site and electronic verifications of provider implementation of quality standards, a revised quality standards survey based on provider feedback and observation, ECERS observation of classrooms, and child care coach interviews to identify strengths and challenges.

The second phase of the pilot included aggregation and analysis of data that was collected in 2015 and ended March 31, 2016. Major results from the pilot included recommendations on the hybrid structure, standard indicators and the complexities of communication. The set of quality standards measured in the pilot, which were organized into a structure with three block levels (levels 1-3) followed by points to attain levels 4 and 5, were not sorting higher quality programs from lower quality programs.

Most programs were rated at a level 1. This was true across all program sectors including public preschool, Head Start programs, Type I, and Type II child care programs. A license type I child-care center provides services for Four (4) or more children in a nonresidential setting; or Thirteen (13) or more children in a designated space separate from the primary residence of a licensee. A license type II child-care center is the primary residence of the licensee in which child care is regularly provided for seven (7), but not more than twelve (12), children including children related to the licensee.

Both the large number of indicators and the rating structure (e.g., blocks for the first three levels) may have contributed to the problem of having a large portion of programs earning a level 1 quality rating. Directors of early care and education programs were fearful and confused regarding participation and the upcoming changes.

Kentucky held a TQRIS planning meeting in April 2015, with representation from the KDE, the GOEC, the DCC, the UK Human Development Institute (HDI), the DCBS Commissioner's Office and the Eastern Kentucky University (EKU) Training Consortium. This planning meeting was facilitated by the Facilitation Center at ECU. Kentucky discussed terminology related to the TQRIS, challenges and consequences of developing the TQRIS, and made decisions about the finalization of the Kentucky All STARS rating grid.

Following that planning meeting, Kentucky invited three experts to return to Kentucky for an expert panel meeting, to review the results of the pilot and discuss the design of the final Kentucky All STARS

rating grid. Rena Hallam, from University of Delaware, Deborah Cassidy, from University of North Carolina, and Kelly Maxwell, from Child Trends, joined representatives from the KDE, the GOEC, the DCC, UK HDI, the DCBS, and the ECU Training Consortium.

At this expert panel meeting, Kentucky decided to utilize the same rating grid for all program types, to utilize one common process for verifying programs (to agree on evidence across all program types), that points must be earned in all standards, and that the hybrid TQRIS would have three levels with points.

Kentucky finalized its TQRIS in the summer of 2016. Kentucky All STARS is a hybrid rating system, with levels one and two being blocks and achievement of levels three through five requiring an environmental observation visit plus minimum points in identified domains. On the five-star scale, STARS level one is obtained by meeting licensing regulatory requirements. STARS level two is obtained by completing a set of required domains and standards. STARS levels three through five feature a range of points that programs must meet within four domains, in order to move up on the rating scale. STARS Level 3 requires an environmental observation and a minimum of 21-30 points within the four domains. STARS Level 4 requires an environmental observation and a minimum of 31-40 points within the four domains. STARS Level 5 requires an environmental observation and a minimum of 41-50 points within the four domains.

While there are required domains for STARS levels 3-5, programs can choose from a menu of standards to fulfill the requirements. The All STARS Standards are divided into four domains. Family and Community Engagement (max 10 points) includes professional development related to family engagement, implementing family engagement initiatives, and/or building partnership with community agencies. Classroom and Instructional Quality (max 20 points) includes use of developmental screenings, curriculum, and assessments. Staff Qualifications and Professional Development (max 10 points) includes hours of training, professional development plans that align with state requirements, and/or credentials. Administrative and Leadership Practices (max 10 points) includes allowing time for lesson plan development, implementing a continuous improvement plan, and/or providing benefits such as time off or health insurance.

View the grid online at <http://bit.ly/KYALLSTARS>

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.

Kentucky's initial implementation of Kentucky All STARS began July 1, 2016. By the end of 2016, all publicly-funded early care and education programs had migrated into the TQRIS.

Licensed and certified programs were migrated into Kentucky All STARS at a level one. School-based programs were migrated into Kentucky All STARS at a level three. Head Start programs were migrated into Kentucky All STARS at a level three. Head Start programs were migrated into the TQRIS beginning in October, with a monitoring document review conducted by the GOEC for licensed Head Start programs and by the KDE for blended Head Start programs.

Kentucky statute (KRS 199.8943) requires public-funded licensed childcare, certified family childcare homes, state-funded preschool, and Head Start programs to be included in the TQRIS. However, all other early learning and development programs may participate in Kentucky All STARS voluntarily.

Through a contract with the UK, an online training module was created in August 2016 as the first step

for programs to begin migrating into the TQRIS called Introduction to Kentucky All STARS. Along with the training module, the UK developed a self-reflection tool to support programs to begin assessing themselves in relation to the new standards. All early learning and development programs must complete the Introduction to Kentucky All STARS standards online and the self-reflection tool. Licensed programs interested in advancing in level work with quality coaches to submit evidence verification for their Kentucky All STARS rating. School-based programs interested in advancing in level, work with Race to the Top (RTT) Consultants at Regional Training Centers (RTCs) to submit evidence verification for their Kentucky All STARS rating.

Initial Kentucky All STARS implementation included mailing letters to all early learning and development programs, including licensed child care, Head Start programs, and state-funded preschool programs, in mid-October 2016. This letter explained their inclusion in Kentucky All STARS based on the statutory requirement. The letter provided directions to complete the Introduction to Kentucky All STARS standards online and the self-reflection tool to begin receiving improvement incentives through Kentucky All STARS.

Initial implementation also included messaging through the DCC listserv to licensed programs to provide weekly updates on progress and to be responsive to questions and concerns raised by providers. Outreach by phone to every licensed provider began in November 2016 to encourage completion of the self-reflection tool and advancement in level. Programs expressing a desire to move up in level were connected to their coach to provide assistance in navigating that process. Coaches continue to make weekly calls to licensed and certified child care programs to encourage completion of the self-reflection tool which then leads to a conversation about advancement in Kentucky All STARS.

School-based programs complete an online application if they are interested in advancing in level in Kentucky All STARS. After completing this application, the RTT Consultant in their region reaches out to them to submit evidence verification for their Kentucky All STARS rating. School-based programs, including state-funded preschool and blended Head Start programs, saw a friendly competition growing amongst program sites in 2016. As school-based programs received their Kentucky All STARS rating, most entering the TQRIS at a Level 4 or 5, it encouraged other programs in their region to apply to advance in Kentucky All STARS as well. Because Kentucky is recognizing quality where it already exists, many school-based programs are finding the Kentucky All STARS rating process easier than first thought, encouraging more and more programs to apply to advance in level.

At the end of 2016, all publicly funded licensed and certified child care programs, Head Start programs, and state-funded preschool programs were enrolled in Kentucky All STARS. This is well ahead of the June 30, 2017 deadline to migrate all programs into Kentucky All STARS. The coming months will focus on moving the migrated programs to higher levels of quality utilizing coaching, incentives, and professional development targeted to the needs of providers.

Kentucky will focus on engaging all early care and education facilities, including those who are privately funded and not mandated to participate in the TQRIS in 2017. The Division of Child Care, along with its contractor the University of Kentucky, will continue to refine messaging and outreach specifically targeted to licensed child care centers that are privately funded and not mandated to participate in the TQRIS. The approach, messaging, and targeting will be refined throughout 2017.

Regional Child Care Forums were conducted in November and December 2016. The RCCA in each region gave a presentation about Kentucky All STARS and providers in attendance had the opportunity to ask questions. RTT Consultants were also present at these forums and fielded questions from attendees.

It is imperative that the DCC ensures consistent and ongoing communication with contracted staff at all

levels to make sure that participation is encouraged. Contracted staff include the UK administrative staff, RCCAs, Professional Development Coordinators, Quality Coaches, Health and Safety Coaches, and Raters. Meetings have already been conducted with the Professional Development Coordinators and Raters and will continue to occur. The Director of the DCC has created a standing agenda item for the monthly face-to-face meeting with the RCCAs, who serve in a supervisory role for the coaches. A full day face-to-face meeting that included all contract staff is planned for January 2017. At this meeting, the following expectations will be set for all contracted staff: (1) learn timely and consistent information about the progress of implementing Kentucky All STARS, (2) provide timely and consistent information to early care and education providers, and (3) support early care and education providers to advance in Kentucky All STARS.

The Division of Regulated Childcare (DRCC) Director has committed to providing licensing staff to work in partnership with the DCC to encourage providers to advance in Kentucky All STARS. A successful licensing visit is an ideal opportunity for providers to be encouraged to advance to higher quality levels.

The DCC has developed a chart showing tiered financial incentives through Kentucky All STARS. The chart supports and encourages licensed early care and education programs, including licensed Head Start programs, to complete the Self-Reflection tool and advance in level. View the incentive chart online at <http://bit.ly/KASIncentives>

School-based programs are provided training incentives through the RTT Consultants. Program participation is encouraged by friendly competition, as mentioned above, and also through training opportunities available to programs participating in Kentucky All STARS. The RTCs, which is where the RTT Consultants are located, serve as the professional learning and technical assistance arm of the KDE. This role allows the RTCs to support all activities and work of the RTT-ELC grant which assists in building the infrastructure and systems to continue Kentucky All STARS after the grant funding ends. RTCs routinely conduct ECERS trainings and observations, answer questions regarding regulations and standards, communicate about Kentucky All STARS and other RTT-ELC grant activities. RTCs also encourage districts, schools and teachers to participate in KY All STARS.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.										
Targets: Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0%	0	0%	570	100%	570	100%	570	100%
Early Head Start and Head Start ¹	136	69%	136	69%	136	69%	197	100%	197	100%
Programs funded by IDEA, Part C	0	0%	15	0%	15	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	570	0%	570	0%	570	0%
Programs funded under Title I of ESEA	0	0%	0	0%	0	0%	0	0%	0	0%
Programs receiving CCDF funds	632	42%	632	42%	632	42%	1,493	100%	2,021	100%
Other 1	632	42%	632	42%	632	42%	1,493	100%	1,493	100%
<i>Describe:</i>	Child Care Licensed (Breakout 1 of CCDF)									
Other 2	0	0%	0	0%	0	0%	0	0%	528	100%
<i>Describe:</i>	Child Care Registered (Breakout 2 of CCDF)									
Other 3	121	27%	121	27%	121	27%	451	100%	451	100%
<i>Describe:</i>	Child Care Licensed (Not receiving CCDF funds)									

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	95	18%	95	18%	95	18%	519	100%	519	100%
<i>Describe:</i>	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)									
Other 5	984	26%	984	26%	1,554	41%	3,758	100%	3,758	100%
<i>Describe:</i>	Total of All Early Learning and Development Programs									
Other 6	0	0%	0	0%	0	0%	3,758	100%	3,758	100%
<i>Describe:</i>	CCDF programs participating in Kentucky All STARS									
Other 7	0	0%	0	0%	0	0%	570	100%	570	100%
<i>Describe:</i>	School-based programs participating in Kentucky All STARS									
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

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

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

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	570	0	0%	570	0	0%	516	0	0%	536	536	100%			
<i>Specify:</i>	Includes Part B, section 619, and Title I of ESEA														
Early Head Start and Head Start ¹	197	136	69%	197	136	6,900%	146	110	75%	196	196	100%			
Programs funded by IDEA, Part C	15	0	0%	15	0	0%	15	0	0%	15	0	0%			
Programs funded by IDEA, Part B, section 619	570	0	0%	570	0	0%	517	0	0%	0	0	0%			
Programs funded under Title I of ESEA	0	0	0%	0	0	0%	0	0	0%	0	0	0%			
Programs receiving CCDF funds	2,021	632	42%	1,734	556	17%	1,642	1,116	68%	1,538	1,224	80%			
Other 1	1,493	632	42%	1,338	523	39%	1,288	1,005	78%	1,270	1,109	87%			
<i>Describe:</i>	Child Care Licensed (Breakout 1 of CCDF)														
Other 2	528	0	0%	203	0	0%	200	0	0%	122	0	0%			
<i>Describe:</i>	Child Care Registered (Breakout 2 of CCDF)														
Other 3	451	121	27%	703	275	39%	645	503	78%	663	283	43%			
<i>Describe:</i>	Child Care Licensed (Not receiving CCDF funds)														

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	519	95	18%	392	66	17%	306	220	72%	286	115	40%			
<i>Describe:</i>	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)														
Other 5	3,758	984	26%	3,206	556	17%	2,956	1,728	58%	3,758	2,074	55%			
<i>Describe:</i>	Total of All Early Learning and Development Programs														
Other 6	0	0	0%	0	0	0%	0	0	0%	2,384	2,262	95%			
<i>Describe:</i>	CCDF programs participating in Kentucky All STARS														
Other 7	0	0	0%	0	0	0%	0	0	0%	536	536	100%			
<i>Describe:</i>	School-based programs participating in Kentucky All STARS														
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

Performance Measure (B)(2)(c) Data Notes

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

Baseline data are actual based on reporting methods for the original RTT-ELC proposal, however Kentucky has historically reported an inaccurate baseline based on reporting errors. The baseline numbers Kentucky will work with for reporting purposes are now reported accurately in the Year 3 Actuals Column, where all programs have entered Kentucky All STARS, except for registered providers which were originally targeted for participation in Grant Year 4.

State-funded preschool includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA, therefore data reported in the State-funded preschool line includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA.

In 2016, Kentucky chose to report on Kentucky All STARS participation in a separate, new, row because Kentucky has historically reported on participation in the legacy TQRIS - STARS for KIDS NOW. In 2016, Kentucky launched Kentucky All STARS and will now report on participation for both rating systems in Grant Years 3 and 4, as Kentucky works to place the new rating system into regulation. Both TQRIS will run simultaneously until Kentucky All STARS is put into regulation. In order to report on Kentucky All STARS in two new rows, Kentucky had to alter the original Targets for (B)(2)(c) and set those targets based on original baseline numbers.

CCDF programs participating in Kentucky All STARS includes all licensed early learning and development programs, including Head Start programs. The percentage of programs participating is 95% because registered providers are not targeted for Kentucky All STARS until Grant Year 4. School-based programs participating in Kentucky All STARS includes state-funded preschool programs and blended Head Start programs.

Data for STARS for KIDS NOW pulled from the KICCS Active Provider Directory. Data for Kentucky All STARS pulled from the University of Kentucky qualtrics database.

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.

Kentucky met all targets set in Performance Measure (B)(2)(c) by launching Kentucky All STARS on July 1, 2016 and migrating all early learning and development programs into the TQRIS. The only programs remaining that have not migrated into Kentucky All STARS are the registered providers, which Kentucky targeted for participation for Grant Year 4.

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.

Kentucky has operated a tiered quality rating and improvement system since 2000. The STARS for KIDS NOW rating system provides rating and technical assistance to licensed and certified child care providers across the state. Rating services have been provided through a contract with ECU while technical assistance is provided through a contract with the UK. These services will continue to be provided for Kentucky All STARS, in conjunction with services for the STARS for KIDS NOW TQRIS, while both systems operate simultaneously.

During the roll-out of Kentucky All STARS, programs participating in the current STARS for KIDS NOW program will continue to follow the procedures and processes set forth under 922 KAR 2:170 and 922 KAR 2:210. Participation in Kentucky All STARS will be in addition to the STARS for KIDS NOW program until such time that the Kentucky All STARS standards and processes are incorporated into regulation.

Kentucky Legislature passed HB 234 in 2015 which required all publicly funded early learning and development programs to participate in the TQRIS. The requirement for publicly funded licensed childcare, certified family childcare homes, state-funded preschool, and Head Start programs to be included in the TQRIS exists in Kentucky statute (KRS 199.8943). The Kentucky Administrative Regulations (KAR) for the system are currently under development by the KDE and the CHFS. These agencies are working collaboratively to develop regulations. Kentucky expects regulations for the new unified system to be filed and approved by the third quarter of 2017.

Through RTT-ELC Kentucky has already restructured the existing positions to support Kentucky All STARS. The DCC added seven additional raters to support licensed and certified programs and the RTCs added five additional staff to help support school based programs. In 2015, the new raters from the DCC and the RTCs conducted joint inter-rater reliability training on both the ECERS-R and ECERS-3 environmental rating scales. This initial inter-rater reliability training was the only inter-rater reliability effort to date. Kentucky is planning to create an inter-rater reliability plan in 2017.

In 2016, attention moved to developing the monitoring processes and systems to support Kentucky All STARS. With the support of the UK, a process was developed in which the provider first submits

evidence documentation to verify that the program meets requirements for a level. The DCC and the UK developed a SharePoint site in 2016 that allows raters to review submitted evidence documentation and determine the initial rating. Programs that have not had an environmental observation within the last three years will also receive a rating visit to verify their environmental rating. This process will be reviewed in 2017 as more desk audits and rating visits are conducted and revised as needed.

Performing quality work and verifying it are two different things. Providers in Kentucky may need support to show their good work through evidence documentation. Anticipating this, the DCC and the UK developed a process in 2016 in which providers first go through a training on the standards and then conduct a self-assessment to identify their level based on the new standards. From there, quality coaches work with providers to identify and submit evidence documentation for the desk audit process. In 2017, the DCC and the UK will refine the listing of evidence documentation for each standard to share with providers to further empower them as they go through the rating process.

The KDE regularly reviews and improves its system for rating and monitoring school-based programs in Kentucky All STARS. The original process for school-based programs called for sites to submit an application for an evidence review during prescribed windows based on their monitoring year. However, shortly after the launch of Kentucky All STARS, during a data review, it was noted that based on the number of applications received the target number of preschool sites reaching the highest levels in the TQRIS would not be met. Because of the low number of applications, the KDE changed its process and opened the submission of applications to any site that wished to move up the levels. Applications were then prioritized by the date of application submission and the amount of current evidence available for the site.

Now, the KDE receives weekly notifications from the UK with a list of sites requesting to advance in the TQRIS. Once that information is received and forwarded to RTT consultants and RTC directors, an introductory email is forwarded to the site principal, preschool coordinator, and superintendent. After review of the program's preliminary information the RTT consultant completes an initial Kentucky All STARS rubric and determines if a site visit is needed. The RTT consultant submits the initial rubric to both the preschool coordinator and principal and if accepted, provides an in-person or phone overview of the process. During this time a preliminary date for a site visit may be scheduled. Working with the consultant, sites submit evidence. RTT Consultants then finalize the program score and submit a copy of the rubric with recommended Kentucky All STARS level. The KDE and the consultant review and discuss the evidence and request additional forms of evidence if needed. The KDE then notifies the consultant of any changes in the score and provides a rating decision. The consultant then notifies the principal, preschool coordinator and superintendent of the designation and forwards a Kentucky All STARS certificate to the site with a congratulatory letter.

After the launch of Kentucky All STARS on July 1, 2016, Kentucky had the opportunity to improve systems to ensure all early learning and development programs could fully participate in Kentucky All STARS. Kentucky experienced a lot of lessons learned and looks forward to 2017 and encouraging all early learning and development programs in Kentucky All STARS to raise the overall quality for children served.

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.

Kentucky made great strides in planning and developing supports that move early learning and development programs to increasing levels of quality in 2016. In the design of Kentucky All STARS, Kentucky sought to create improved flexibility for providers striving for higher quality levels by allowing providers to earn points in domains to support higher levels of quality rather than the STARS for KIDS NOW block TQRIS. Kentucky All STARS encourages quality by recognizing quality where it already exists, giving providers new avenues and opportunities to receive credit for their work.

As previously noted, the DCC developed a chart showing tiered financial incentives through Kentucky All STARS to share with providers to show the increasing monetary benefit with moving to higher quality levels and serving children with High Needs receiving CCDF Funds. The chart supports and encourages licensed early learning and development programs, including licensed Head Start programs, to complete the self-reflection tool and advance in level. This chart will be shared via the DCC listserv with providers, posted on the DCC webpage for providers to access, and given to field staff to share with providers during regular visits.

Licensed programs will also be provided access to professional development opportunities and incentives that tie directly to Kentucky All STARS standards. This will further assist them in advancing to higher quality Kentucky All STARS levels. A portion of the contract with the UK specifically requires the provision of training to licensed and certified child care providers related to Kentucky All STARS standards. In late 2016, the UK subcontracted with four training agencies to provide training during the first six months of 2017. The subcontracted training agencies will be assigned to specific regions within the state to ensure that every child care provider has access to professional development opportunities regardless of geographic location. Child care providers will be issued vouchers to use toward the cost of training for staff. The total value of the vouchers issued to licensed and certified providers will be tied to Kentucky All STARS level. This is designed to provide an incentive to providers to advance to higher quality levels, while at the same time still providing support to providers at the lowest level to help them advance. The vouchers will be issued to the program, not to individual staff, and the Director will have the ability to decide how the vouchers will be used for professional development for staff. The value of the voucher will be based on an average cost of \$10 per hour for training. The subcontracted training agencies will be required to provide training sessions that specifically tie to the standards at each Kentucky All STARS level.

Kentucky also worked with Lakeshore Learning in 2016 to provide a number of different incentives to early learning and development programs statewide. In the fall of 2016, Kentucky contracted with Lakeshore Learning to provide 50 classroom makeovers to attendees of the 2016 Ready Kids Conference.

Here are a couple of testimonials from providers who participated in the classroom makeover experience:

“We would like to express our gratitude for the room makeover award we received. An award of this magnitude has helped us provide a better learning environment where our children can flourish and thrive. This amazing award has also given the staff a boost of confidence and excitement to introduce new learning opportunities to their students.”

“I have a new center and my two year anniversary was in November. I started in a smaller center but quickly outgrew it and needed a much bigger center. I had a need for furniture but had to search for ways to purchase it. When I won the classroom makeover I had no idea it would be of this magnitude. I am so ready to use these materials to give my kids the best experience possible!”

Here is a testimonial from a Child Care Aware TA quality specialist:

“Working with the staff at this facility has humbled me and given me renewed enthusiasm for my job. The staff were so eager for the classroom improvements, so they could provide a quality environment for the children.”

Kentucky also worked with Lakeshore Learning to develop kits of classroom materials that aligned with the age appropriate Kentucky All STARS standards, which should assist programs in achieving higher ERS ratings, resulting in higher quality levels achieved. In 2017, the DCC will work with the UK to develop training and technical assistance applicable to use of the kits in the classroom related to age appropriate standards. Licensed and certified programs will be assessed by coaching staff for their need of the Lakeshore kits. School-based programs will be given Lakeshore kits based on their ECERS score.

An example of how the Lakeshore materials are tied to increasing quality within programs is the Block Play materials provided to school-based programs. The ECERS-3 required more block materials and a higher level of adult-child interaction. State funded preschool began using ECERS-3 in the Fall of 2016 to monitor the environmental quality and adult/child interactions of preschool classrooms as part of the Preschool Performance Review Process (P2R). During training and technical assistance as part of P2R, it was found that school-based programs needed assistance with both of these standards. Providing block play materials, along with coaching and training for the professionals in the classroom, will make a big difference in the quality levels of school-based programs.

All of these incentives will encourage early learning and development programs to participate and advance within level in Kentucky All STARS, including those programs which serve children with high needs.

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	899	899	1,459	3,663	3,663
Number of programs in Tier 1	95	95	95	2,299	1,117
Number of programs in Tier 2	543	543	543	543	1,523
Number of programs in Tier 3	228	228	798	798	830
Number of programs in Tier 4	23	23	23	23	127
Number of programs in Tier 5	0	0	0	0	66
Number of programs enrolled but not yet rated	0	0	0	0	0

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	899	1,026	1,723	2,920	
Number of programs in Tier 1	95	279	935	2,237	
Number of programs in Tier 2	543	497	533	4	
Number of programs in Tier 3	228	225	231	478	
Number of programs in Tier 4	23	25	24	84	
Number of programs in Tier 5	0	0	0	117	
Number of programs enrolled but not yet rated	0	0	0	0	

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The baseline data are actuals based on participation in the legacy four star TQRIS - STARS for KIDS NOW. Methodology used to collect the data included data pull from the KICCS Active Provider Directory, data pull from the Kentucky Department of Education and comparison data with the Head Start State Collaboration Office. First year and second year movements reflect programs moving into the STARS for KIDS NOW TQRIS due to a change in the CCAP regulation. Third year movements reflect programs migrating into and advancing within the Kentucky All STARS TQRIS. Data for Kentucky All STARS collected from the University of Kentucky qualtrics database for calendar year ending 12/31/16 and data pull from Kentucky Department of Education.

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.

The difference in the first row, total number of programs enrolled in the TQRIS, in the Targets and Actuals for Performance Measure (B)(4)(c)(1) is due to an error in the baseline number of programs that is explained in the Data Notes for Performance Measure (B)(2)(c). The number in the first row, total number of programs enrolled in the TQRIS, in the Actuals table for Year Three, 2920, is Kentucky's new baseline, in that, this will be the number that Kentucky will work with moving forward. Understanding that the baseline number cannot change, Kentucky has not changed the baseline number but will only report on 2920 programs moving forward because these are the number of existing programs in Kentucky in 2016.

As our original target was set, all 2920 early learning and development programs in Kentucky are enrolled in the Kentucky All STARS TQRIS. If you compare the Actual data to the Target data by percentage, Kentucky exceeded Targets in Year 3 for Level One, Level Four and Level Five. Kentucky came close to meeting the Target for Level Three and is on track to meet it by the end of Grant Year 4. Kentucky migrated all early learning and development programs into Kentucky All STARS in Year 3, with a majority of programs entering the TQRIS at a Level One. Kentucky still expects that the majority of programs will be rated at a Level Two, so Kentucky will meet this target by the end of Grant Year 4.

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"?

Kentucky is defining "highest tiers" as Levels 3, 4 and 5 of Kentucky All STARS.

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

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	22,558	0%	0	0%	0	0%	22,558	100%	22,558	100%
Early Head Start and Head Start ¹	15,920	0%	15,920	0%	15,920	0%	15,920	100%	15,920	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded under Title I of ESEA	0	0%	0	0%	0	0%	0	0%	0	0%
Programs receiving CCDF funds	5,542	13%	4,086	15%	3,934	17%	2,738	11%	3,619	15%
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										

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

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

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

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

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

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

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	22,558	22,558	0%	22,492	0	0%	22,657	0	0%	22,176	22,176	100%			
<i>Specify:</i>															
Early Head Start and Head Start ¹	15,920	15,920	0%	21,201	0	0%	15,341	0	0%	14,755	14,755	100%			
Programs funded by IDEA, Part C	4,453	0	0%	4,453	0	0%	4,453	0	0%	5,193	0	0%			
Programs funded by IDEA, Part B, section 619	0	0	0%	0	0	0%	0	0	0%	0	0	0%			
Programs funded under Title I of ESEA	0	0	0%	0	0	0%	0	0	0%	0	0	0%			
Programs receiving CCDF funds	40,890	5,542	13%	27,789	4,086	15%	22,792	3,934	17%	24,127	2,738	11%			
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

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

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

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

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

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

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

State-funded preschool includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA, therefore data reported in the State-funded preschool line includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA.

Head Start numbers are actual from the December 1 Count. Head Start numbers show 0 children served in the baseline, Year One and Year Two because only licensed Head Start programs would have participated in the legacy TQRIS - STARS for KIDS NOW and Kentucky did not have a way to pull this data in a quality manner.

Programs receiving CCDF funds source: 2016 KICCS Active Provider Directory and the University of Kentucky qualtrics database. Unduplicated Count of Subsidy Children Served/Receiving CCDF Funds.

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.

In the original RTT-ELC proposal, Kentucky did not set baseline or targets for Performance Measure (B)(4)(c)(2). Therefore, Kentucky has not historically reported on actuals for Performance Measure (B)(4)(c)(2). In this 2016 APR, Kentucky provided historical baseline and actual data. Kentucky matched Performance Measure (B)(4)(c)(2) to Performance Measure (B)(2)(c) in that all State-funded preschool programs and Head Start programs would migrate into Kentucky All STARS at Level 3. Programs receiving CCDF funding migrate into Kentucky All STARS at Level 1 and have the opportunity to advance to higher levels, but Kentucky did not see as much advancing in Year 3 as the state expects to see in Year 4.

Based on the actuals data that Kentucky provided in this 2016 APR, Kentucky set targets for Performance Measure (B)(4)(c)(2) that matched existing progress in Kentucky and chose a 15% target for Grant Year 4 as this was an average of the past four years. As stated previously in this APR, Kentucky is defining "highest tiers" as Levels 3, 4 and 5 of Kentucky All STARS. The year four target is representative of the shift to the new Kentucky All STARS, in which high quality centers are levels 3-5. The full implementation of Kentucky All STARS will take place in year four, during which we expect to see high needs children in centers at the high quality levels at similar rates to the previous QRIS. The 15% target is greater than previous years, but is still a realistic goal, considering the longevity outcomes that may not be seen within Grant Year 4.

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.

Per the Scope of Work and Timeline that was revised in 2016, the validation of Kentucky's TQRIS will take place in 2017.

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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.

Kentucky's Early Learning and Development Standards, called the Kentucky Early Childhood Standards, are drawn from current research and provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002; Prichard, 2000). Kentucky's Early Childhood Standards were developed to cover the five Essential Domains of School Readiness: Language and Literacy Development, Cognition and General Knowledge (including mathematics and early science development), Approaches Toward Learning, Physical Well-Being and Motor Development (including adaptive skills), and Social-Emotional Development. From the beginning effort in 2003 and through our most recent revisions in 2013, Kentucky has recognized that the development of the Standards must take this "whole child" approach.

In order to address individual needs, Kentucky's Early Childhood Standards do not include specific age ranges in the developmental continuum items. This design allows for flexibility in planning for children with a variety of individual needs (e.g., developmental, language, behavioral). The alignment and purposeful overlap of the Birth – 3 and the 3 and 4 year old standards allows for flexible curriculum planning both across and within each age group. Addressing the cultural needs of individual children includes addressing the needs for those for which English is not their primary language (i.e., English Language Learners). The Kentucky Early Childhood Standards are purposefully written without delineating English as the primary language. Instead the focus is on the skills needed for effective communication. This allows for flexibility to accommodate the needs of children from families whose primary language is not English, as well as the needs of children who use other modes of communication (e.g., American Sign Language, communication devices).

Kentucky continues to utilize various resources to ensure the Standards are widely used including: the Building a Strong Foundation series, The Early Childhood Field Guide, coaching and mentoring as part of professional development events, the Continuous Assessment Guide which was created to assist all Early Childhood Educators in understanding the appropriate uses of assessment for screening, diagnostic, and formative assessments, the Early Childhood Quality Self Study, alignment through the Workforce Knowledge and Competency Framework, and the Early Learning and Leadership Networks (ELLNs) facilitated by Kentucky's Regional Training Centers (RTCs). The Governor's Office of Early Childhood also communicates with parents about the Early Learning Standards through the Parent Guides for ages birth to three and the Parent Guide for ages three and four.

In 2016, Kentucky continued to provide access to high quality professional development on the Early Childhood Standards by continuing to offer two online modules on the standards for free to early care

and education professionals statewide. The first module Early Childhood Standards 101 was uploaded in January 2015 and has been viewed by a total of 1,379 professionals. The second module Early Childhood Standards 102 was launched in November 2015 and has been viewed by a total of 530 professionals.

In 2016, a workgroup was established to discuss what should occur with the next online module through the Race to the Top grant based on needs statewide across program types. It was determined that a module related to the new TQRIS, which is directly aligned to the Kentucky Early Childhood Standards, would be beneficial for early care and education professionals statewide, as the new TQRIS was implemented. This online module will also incorporate Kentucky Strengthening Families and will be focused on the impact that utilizing a high quality family engagement framework can have on the overall quality of the early care and education program.

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.

***KENTUCKY DID NOT ADDRESS FOCUS AREAS C(2) OR C(3) IN
THEIR RTT-ELC APPLICATION
PAGES 36 of 94 THROUGH 38 of 94 HAVE BEEN DELETED***

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.

Kentucky implements two RTT-ELC funded initiatives, Born Learning Academies and Kentucky Strengthening Families, in order to support and engage families statewide by enhancing the capacity of families to support their children's education and development and leveraging other existing resources.

The RTT-ELC Grant has funded one hundred United Way Born Learning Academies via elementary school Family Resource & Youth Service Centers (FRYSCs). Twenty four were funded for the 2014-2015 school year, twenty six were funded for the 2015-2016 school year and fifty were funded for the 2016-2017 school year. These grants cover fifty-seven counties, with most counties having more than one Born Learning Academy site. FRYSCs have collaborated with local businesses, the faith-based community, school partners and civic organizations to provide participants with information and resources pertaining to their child's nutrition and health, brain development, school readiness and social/emotional health.

School staff in Casey County shared about their Born Learning Academy, which "has been and continues to be an opportunity for us to connect with parents in a fun, learning and literacy rich environment focused on growing our most valuable asset in the community, our children." Parents in Knott County Schools "indicated that the Born Learning material was helpful and they had used the material with the children at home. Parents also stated they enjoyed coming to the workshops to be with other parents and their children."

The Born Learning Academies continue to be a successful model for engaging families to be their child's first and best teacher while leveraging other existing resources within the local community.

The Kentucky Strengthening Families (KYSF) framework helps to build resiliency in families to mitigate the negative effects of toxic stress, reduce child abuse and increase kindergarten readiness. The KYSF Framework is utilized statewide in programs and agencies that directly serve families with children with high needs. In 2016, the KYSF Leadership team, a volunteer group of state agencies, private businesses, non-profit organizations and early childhood advocates, continued to provide high quality training and technical assistance to early childhood and health care professionals across the state.

The KYSF Leadership (KYSF) Team created a train-the-trainer module to provide high quality training on the KYSF Framework and the importance of protective factors to professionals state-wide. Targeted to credentialed trainers, the training focused on the importance of protective factors and how they may be applied to help families mitigate toxic stress and build family resilience. The training was expanded in November of 2015 with the launch of the Strengthening Families online module. The online module, targeted primarily to child care professionals, gave credit toward licensing hours and made the content of the face-to-face training more broadly available. This enhanced access was particularly directed at meeting the need to train a large number of early childhood educators in preparation for the

implementation of the new Kentucky All STARS quality rating and improvement system. By the end of 2016, 1220 professionals had completed the KYSF Training.

The KYSF Leadership team revised the mission, which now states: Kentucky is strengthening families by enhancing protective factors that reduce the impact of adversity and increase the well-being of children and families through family, community, and state partnership. This mission was updated on the KYSF brochure, which was finalized in 2016. These brochures were distributed through partnering agencies, child care programs, and at events around the state. The KYSF Leadership Team created a Kentucky Strengthening Families Starter Kit which is available online at <http://bit.ly/KYSF-GOEC>. This starter kit includes a power point presentation that can be used by organizations to provide a brief 20 minute overview of KYSF, a talking points card, a readiness survey to assess how “ready” a program may be to implement the protective factors into their work, and a list of KYSF trainers across the state so programs are able to take their application of KYSF to the next level. The KYSF Leadership Team also completed and dispersed a level of involvement survey that went out statewide to gauge how involved individuals and programs are with KYSF. In addition, this survey asked for desired next steps to deepen their involvement with the protective factors. This survey led to planning for a full-day KYSF Summit in 2017 that will bring participants from around the state to learn how to deepen their knowledge of the protective factors and make an intentional plan for next steps in implementation within their program and/or community.

Kentucky also utilizes the Community Early Childhood Councils (CECCs) to engage and support families. One of the priority areas written into the CECC Request for Applications for the 2015-2016 grant year was supporting families' knowledge of childhood development. This priority area could be met by CECC activities such as supporting United Way Born Learning Academies, participation in local transition activities, and providing school readiness kits to families in the area.

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.

Kentucky has a common, statewide Workforce Knowledge and Competency Framework, along with a statewide progression of credentials and degrees aligned with the Framework, to promote child learning and development and improve child outcomes. As part of this Framework, Kentucky has engaged postsecondary institutions, training centers, resource and referral organizations, and others to offer professional development opportunities to meet the requirements of the Framework. Kentucky has utilized various delivery methods to provide early childhood professionals with appropriate professional development.

In 2016, CECCs continued to provide local professional development opportunities to all early learning and development program types based upon needs assessments. Examples included trainings on developmental screenings, the five domains of school readiness and the KYSF Framework in conjunction with providing needed materials to host a family engagement activity.

Also in 2016, Kentucky moved forward with the Early Childhood Leadership Academies, now known as the Kentucky Super Stars Leadership Academy. Increasing access to high-quality professional development is a central strategy to help early learning and development programs achieve continuous improvement. Many strategies focus on in-classroom staff. However, there has been an emerging need to also provide program administrators with high quality learning, coaching and networking opportunities. In 2016, Kentucky contracted with the Ohio Valley Educational Cooperative (OVEC) to deliver The Kentucky Super Stars Leadership Academy. In December 2016, 117 finalists were chosen for Cohort One which will begin in 2017. 42 percent of participants were from Public School Programs, 27 percent of participants were from Head Start, 17 percent of participants were from Community-Based Child Care, 11 percent of participants were from Private Child Care and 3 percent of participants were from Support Organizations. These leaders and emerging leaders from Head Start, Early Head Start, School District-Related Child Care, Public/Private Preschool and Kindergarten and Community-Based Child Care will have the opportunity to attend two Regional Forums and a Statewide Convening. Participants will create a personal Action Plan and develop both personal and organizational leadership skills. Each participant will have the opportunity to receive coaching as well as networking opportunities through supported professional learning communities. Two cohorts are currently planned to train approximately 250 program leaders through the KY Super Stars Leadership Academy in 2017.

After implementation of Kentucky All STARS, the Professional Development subcommittee of the Early Childhood Advisory Council reviewed the Workforce Knowledge and Competency Framework and progression of credentials. In 2017, Kentucky will work to ensure both are aligned with Kentucky All STARS.

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.

***KENTUCKY DID NOT ADDRESS FOCUS AREA D(2) IN THEIR
RTT-ELC APPLICATION
PAGES 43 of 94 THROUGH 46 of 94 HAVE BEEN DELETED***

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.

Since 2013, Kentucky has screened children entering kindergarten in order to obtain information about their developmental status. The Brigance Kindergarten Entry Screen was selected by the state to be the tool all school districts implement in order to collect this data. The Brigance is not used to determine eligibility for kindergarten, for overall classroom instruction, or as a longitudinal measurement of individual student performance. Rather, the screener is a snapshot of a moment in time, of how a child is progressing. The screener provides districts with an element of measuring a student's readiness for school across five developmental domains. Domains include language and literacy, cognition and general knowledge, physical well being, approaches to learning, and social emotional development. The screening is mandatory per KDE regulation (704 KAR 5:070) and is aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Since full implementation in the 2013-14 school year, the state has continued to support school districts in the implementation of the Brigance by offering online and in-person training. The KDE maintains and regularly updates their webpage that houses information that school districts may access to ensure fidelity of implementation. The page includes regular updates from the KDE on management of data, best practices and other resources, including standardized forms. In 2015 the KDE modified the regulation to expedite the data entry timeframe so that the data can be scrubbed, validated and released to the public. The data is housed on the KDE's Open House data repository (<http://openhouse.education.ky.gov/>) and is made available to the public in the first quarter of each year.

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

In 2016, Kentucky utilized the Brigance Kindergarten Entry Screen. Kentucky completed a Request For

Proposals process in 2016 to determine if a new vendor should be selected. A vendor has been selected and the new contract will be signed in 2017.

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.

Kentucky's existing longitudinal data system has been strengthened by RTT-ELC efforts. The KCEWS houses the KLDS which has all of the Essential Data Elements, enables uniform data collection, meets the Data System Oversight Requirements and complies with all applicable privacy laws. The KCEWS collects and integrates education and workforce data so that policymakers, practitioners and the public can make the best informed decisions possible. This includes developing reports and providing statistical data about these efforts.

The KCEWS facilitates the exchange of data among PSAs and ensures interoperability among the various types of data collected and generates information that is timely, relevant and accessible. The KCEWS has successfully linked preschool through 12th grade, post-secondary, workforce, and employment data together. The KCEWS continues to make improvements to the KLDS through the integration of Early Childhood data, such as data from the home visiting program Health Access Nurturing Development Services (HANDS), childcare data from the Kentucky Integrated Child Care System (KICCS), data from the Division of Family Resource and Youth Service Centers, Born Learning Academy, First Steps Early Intervention, and Head Start.

In 2016, the KCEWS integrated additional Family Resource and Youth Service Center (FRYSC) data and HANDS into the KLDS. First Steps Early Intervention data was collected and will be integrated in 2017. Representatives from the KCEWS also attended the annual statewide Ready Kids Conference to increase awareness of data available.

The KCEWS made significant head way on the Head Start data integration deliverable in 2016. Data sharing agreements have been signed with pilot Head Start grantees. Essential Head Start data elements have been finalized and test data was received for data infrastructure. Processes have been put in place for integrating Head Start grantee data into the KLDS in 2017. Representatives from the KCEWS attended the US Department of Education, Privacy Technical Assistance Center meeting on Head Start Regulations. The KCEWS partnered with Head Start and State-funded preschool to develop a map showing head start and preschool locations.

All Early Childhood data collected by the KCEWS is part of Kentucky's popular Early Childhood Profiles. The Early Childhood Profile is a hallmark of the Early Childhood Data collection of the KLDS, which showcases data in a way 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. The Early Childhood Profile includes information about the quality and availability of child care, results from the statewide kindergarten screener, and information about participation in publicly funded preschool, Head Start and child care by county and by state. Demographic data, participation in public health and social service programs, and key indicators are also provided in the profiles regarding possible obstacles to success for young children and their families. The report is designed to help community leaders, CECCs and school districts by providing data to assist in developing local strategies for helping every child in their community arrive at kindergarten ready to do kindergarten work. Each year of the Early Childhood Profile, dating back to 2013, can be viewed online at <http://bit.ly/ECP-KCEWS>

In 2016, the KCEWS purchased & installed Tableau, a dynamic reporting tool. Tableau helps people see and understand data and makes analyzing data fast and easy for anyone. With this dynamic reporting tool now available, the KCEWS will evaluate the use of Early Childhood data to determine which data elements are most commonly used by stakeholders, which data elements need visualization and flexible enhancements, and whether or not any gaps exist in the information provided.

Effective use of early childhood data can inform policy and drive systemic change, giving policy makers and early care and education providers tools needed to meet the needs of our children. The state is working to be able to capture as much available data as possible to address policy questions regarding young children and students. The KLDS will provide the information needed to improve child outcomes, professional development, program quality, and individualized instructional development.

Data Tables

Commitment to early learning and development.

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

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	26,122	51.4%
Toddlers ages 1 through 2	55,087	51.3%
Preschoolers ages 3 to kindergarten entry	89,119	51.1%
Total number of children, birth to kindergarten entry, from low-income families	170,328	51.2%

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: NCCP calculations based on 2011-2015 American Community Survey 5-year PUMS data.

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	17,625	5.2%
Are English learners ²	28,107	8.4%
Reside on "Indian Lands"	0	0%
Are migrant ³	1,201	0.36%
Are homeless ⁴	22,272	6.6%
Are in foster care	2,403	0.72%
Other 1 as identified by the State	138,444	41.6%
<i>Describe:</i>	Are living in a rural community	
Other 2 as identified by the State		
<i>Describe:</i>		

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

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

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

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

Data Table A(1)-2 Data Notes

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

Have disabilities or developmental delays: Children served by Part C and Part B based on October 1 count, plus Children served in Head Start with disabilities based on December 1 Count. Duplication could be present.

English learners: Children 0-5 with one or more foreign born parents, source: 2011-2015 American Community Survey 5-year Public Use Microdata Sample (PUMS) data. Kentucky English language learner data not collected ages 0-5. Migrant: Children 0-5 who did not live in the United States or Puerto Rico one year ago. Source: 2011-2015 American Community Survey 5-year PUMS data.

Homeless: American's Youngest Outcasts 2014 reported 66,818 homeless children in Kentucky in 2012-2013. Assumed an equal age distribution to arrive at reported number,

Foster Care: HHS Administration for Children and Families 2013 Child Welfare Report Outcomes Data.

Other 1 as identified by the state: Total number of children 0-5 that are living in a rural community, as defined by the U.S. Census Bureau, calculated by using total population percentages from 2010 Census and extrapolating to the total number of children 0-5 from the 2011-2015 American Community Survey 5-year PUMS data.

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	22,176	22,176
<i>Specify:</i>	Kentucky Preschool Program			
<i>Data Source and Year:</i>	Infinite Campus database, based on an ad hoc of children enrolled in preschool during 2015-2016 school year			
Early Head Start and Head Start¹	992	2,630	15,931	19,553
<i>Data Source and Year:</i>	Head Start Program Information report Enrollment Statistics Report 2015-2016			
Programs and services funded by IDEA Part C and Part B, section 619	361	4,832	9,976	15,169
<i>Data Source and Year:</i>	Part C: First Steps Child Count Data (618 data report) 12/01/16; Part B: KY Preschool Program Report 2014-15, Part B section 619 pulled from the Infinite Campus database, based on an ad hoc of children enrolled in preschool during 2015-2016 school year			
Programs funded under Title I of ESEA	0	0	0	0
<i>Data Source and Year:</i>				
Programs receiving funds from the State's CCDF program	5,316	13,802	13,489	32,607
<i>Data Source and Year:</i>	KICCS II 2016			
Other 1				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 2				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 3				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 4				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 5				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

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 6				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 7				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

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

Data Table A(1)-3a Data Notes

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

State-funded preschool includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA, therefore data reported in the State-funded preschool line includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA.

CCDF Data is not able to provide unduplicated counts for different age brackets. Some children may change care levels through the year. Unduplicated counts can only be shown for total number of students.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	1,961	37	362	2,643	20	1,145	16,008
<i>Specify:</i>							
Early Head Start and Head Start ¹	2,254	24	156	3,385	16	1,384	12,334
Early Learning and Development Programs funded by IDEA, Part C	303	6	73	327	5	267	3,847
Early Learning and Development Programs funded by IDEA, Part B, section 619	0	0	0	0	0	0	0
Early Learning and Development Programs funded under Title I of ESEA	0	0	0	0	0	0	0
Early Learning and Development Programs receiving funds from the State's CCDF program	662	8	39	6,774	0	0	11,379
Other 1							
<i>Describe:</i>							
Other 2							
<i>Describe:</i>							
¹ Including Migrant and Tribal Head Start located in the State.							

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

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

Data Table A(1)-3b Data Notes

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

State-funded preschool includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA, therefore data reported in the State-funded preschool line includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA.

CCDF Data is only reported through preschool care levels. Ethnicity and race are required fields in KICCS, but when clients do not respond to the question, 'no response' is an option. Data for two or more race is not recorded. KICCS Data only records one race for each care level. Data for this column is captured as Not Applicable based on parent response and system restrictions.

Table (A)(1)-4: Data on funding for Early Learning and Development.

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	0	0	0	0	
State-funded preschool	\$71,315,300	\$71,315,090	\$71,315,090	\$90,000,000	
<i>Specify:</i>	These funds include state contributions to IDEA Part B				
State contributions to IDEA Part C	\$28,332,500	\$27,277,900	\$19,778,800	\$20,638,429	
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF²	\$38,155,958	\$18,193,865	\$42,773,405	\$25,009,000	
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded	Exceeded	Exceeded	
<i>If exceeded, indicate amount by which match was exceeded</i>	\$21,166,863	\$762,847	\$25,326,190	\$7,828,995	
TANF spending on Early Learning and Development Programs³	\$31,693,200	0	0	0	
Other State contributions 1	\$989,416	\$927,814	0	0	
<i>Specify:</i>	Commission for Children with Special Health Care Needs				
Other State contributions 2	\$32,041,900	\$28,356,500	\$31,404,900	\$32,045,580	
<i>Specify:</i>	DPH Hands				
Other State contributions 3	\$922,800	\$759,300	\$933,600	\$1,021,188	
<i>Specify:</i>	DPH Mental Health				
Other State contributions 4	\$230,100	\$116,700	\$403,300	\$171,381	
<i>Specify:</i>	DPH Childrens Oral Health				
Other State contributions 5	\$667,000	\$662,800	\$828,500	\$977,393	
<i>Specify:</i>	DPH Child Care Health Consultation (Healthy Start in Childcare)				
Other State contributions 6	\$97,900	0	0	0	
<i>Specify:</i>	DPH Reach Out and Read				

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	\$667,000	\$773,100	\$733,100	\$891,400	
<i>Specify:</i>	KIDS NOW PLUS (tobacco)				
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$226,279,937	\$149,145,916	\$193,496,885	\$178,583,366	

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.

The increase in state CCDF expenditures in 2013 is a result of ONE-TIME restricted funds. Medicaid, on a one-time basis, forgave state match owed by the Department for Community Based Services to avoid budget reductions in FY13. These funds were used and depleted in FY13.

State-funded preschool allocation includes \$7.5M set aside for public/private partnership grants.

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

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

Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool (annual census count; e.g., October 1 count)	22,558	22,492	22,657	22,176	
<i>Specify:</i>	Annual census count; Oct 1 count				
Early Head Start and Head Start² (funded enrollment)	14,330	14,659	12,864	19,553	
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	11,710	11,613	11,884	15,169	
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)	0	0	0	0	
Programs receiving CCDF funds (average monthly served)	40,890	27,789	22,792	24,127	
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

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

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

Data Table A(1)-5 Data Notes

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

State-funded preschool includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA, therefore data reported in the State-funded preschool line includes programs funded by IDEA, Part B, Section 619 and Programs funded under Title I of ESEA.

Programs receiving CCDF funds source: Unduplicated Count of Subsidy Children Served/Receiving CCDF Funds. Totals from Table A(1)-5 and A(1)-3a do not match because CCDF Data is not able to provide unduplicated counts for different age brackets. Totals Table A(1)-5 and A(1)-3b do not match because ethnicity and race are required fields in KICCS, but when clients do not respond to the question, 'no response' is an option.

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.

Kentucky's Early Learning Standards are age appropriate and are separate into two sets: Birth to 3, and 3s and 4s.

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

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

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

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

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

Data Table A(1)-7 Notes

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

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.

In 2016, there are substantive differences in the amounts originally budgeted for Year 3 and the amount spent. Each year of the RTT-ELC grant, Kentucky has reallocated prior year funding to be spent in the next grant year. Grant Year 2016 was no different and Kentucky planned to spend a large amount of monies in its largest grant project, Project 2, the Kentucky All STARS TQRIS. Even though Kentucky met the goal of launching the Kentucky All STARS TQRIS on July 1, 2016, Kentucky struggled to spend throughout the grant year due to slower than expected migration and advancement of programs within Kentucky All STARS. There were differences in spending in other Projects, but Project 2 was by far the reason that Kentucky struggled to spend.

Budget Summary Table Explanation of Changes

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

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. Kentucky has ambitious, yet achievable goals, for advancing programs within Kentucky All STARS to higher levels of the TQRIS and will provide a plan to rate programs in the TQRIS which will be tied to a significant draw down of grant funds. Kentucky will also reallocate unspent funding in Projects that did not spend funding in Grant Years 1-3 as expected, to other Projects to achieve all grant deliverables as originally planned.

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.

Kentucky did not spend as expected in Project 1 due to changes in personnel which affects other line items. The other major discrepancy in Project 1 as previously budgeted is Line 8 Other, because Kentucky planned to utilize this funding for the Marketing & Awareness campaign of Kentucky All STARS but that work will not begin until 2017. There are also unspent funds in line 12 Fund set aside for participation in grantee technical assistance line. Kentucky will utilize funds in both line 8 and 12 in Grant Year 4. Other discrepancies are minor, due to changes in personnel which affects all other lines not detailed here of the Project 1 budget.

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.

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. In the budget amendment, Kentucky will correct several reporting errors and request unspent funds in other Projects be moved to Project 1, so that the Grants Management staff can have better oversight of financial processes. Kentucky will utilize remaining funds in Project 1 to achieve several goals originally outlined in Kentucky's RTT-ELC proposal. The Kentucky Governor's Office of Early Childhood will hire a Communications Coordinator, contract with a Communications Firm to achieve the deliverable of launching a Marketing & Awareness campaign on the Kentucky All STARS TQRIS, complete a Request for Proposals for the Validation Study of Kentucky All STARS, and host a Peer Learning Exchange about Aligning & Coordinating Early Learning Across the State.

Project Budget 2

Project Name: Redesign the Tiered Quality Rating and Improvement System

Project Budget Narrative

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

Kentucky did not spend as expected in Project 2. Even though Kentucky met the goal of launching the Kentucky All STARS TQRIS on July 1, 2016, Kentucky struggled to show spend throughout the grant year due to slower than expected migration and advancement of programs within Kentucky All STARS. Changes in staffing were a particular hardship for Project 2, as previously explained in this report, due to leadership changes affecting staff positions. A majority of funding in Project 2 is to incentivize and encourage programs to advance in level within Kentucky All STARS after initial migration. Because programs did not move as quickly as expected after initial migration, Kentucky did not spend as expected in Year 3 for Project 2. According to Kentucky's June 2016 Budget Amendment, Kentucky did spend some monies in incentives for programs in Kentucky All STARS, but not as much as intended in Grant Year 3.

Project Budget Explanation of Changes

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

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. Kentucky has ambitious, yet achievable goals, for advancing programs within Kentucky All STARS to higher levels of the TQRIS and will provide a plan to rate programs in the TQRIS which will be tied to a significant draw down of grant funds.

Project Budget 3

Project Name: Expansion of the Kentucky Early Learning Standards

Project Budget Narrative

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

Kentucky did not spend as expected in Project 3 because the online module scheduled to be created in 2016 was not completed. There is a standing contract for the creation of online modules regarding the Early Childhood Standards with ECU. In 2016, Kentucky waited on the completion and launch of Kentucky All STARS before beginning work on the online module scheduled to be created in 2016. Because the Kentucky All STARS launch was delayed, this delayed the completion of the module scheduled to be created in 2016.

Project Budget Explanation of Changes

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

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. Kentucky will take the opportunity in the budget amendment to correct reporting, as previously the funds in project 3 were reported in line 8 Other, and Kentucky will request to report on these funds in line 6 Contractual. In 2017, Kentucky will expend all funds allocated in Project 3 to complete the two remaining modules Kentucky committed to complete.

Project Budget 4

Project Name: United Way Born Learning Academies

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.

Kentucky spent mostly as expected in Project 4. There are only minor discrepancies in spending in Project 4. In line 11 Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners, Kentucky allocated extra funding that was not utilized in a previous year to Grant Year 3.

Project Budget Explanation of Changes

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

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. Kentucky will also request that unused funding from other Projects be moved to Project 4 to complete additional, but closely related, work tied to the Born Learning Academies deliverables.

Project Budget 5

Project Name: Kentucky Strengthening Families

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.

Kentucky did not spend money as expected in Project 5 because this money was originally allocated to spend money each year for the Strengthening Families Coordinator to travel around the state to lead and participate in trainings. However, this money has not been utilized as originally intended.

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.

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. In the amendment, Kentucky will request that all remaining funds in Project 5 be moved to Line 11 Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners, in order to support training, facilitation and collaboration between Strengthening Families with partners such as Born Learning Academies.

Project Budget 6

Project Name: Responsive Professional Development and Unified Registry

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.

Kentucky did not spend as expected in Project 6 because there was a large amount of funds carried forward from previous grant years sitting in this Project that could not be used as originally intended. Kentucky's original four year budget for Project 6 was allocated entirely to the Contractual line and was intended to pay for work done on the Unified Registry through an existing contract with ECU, as well as pay for responsive professional development through a variety of ways. At the end of 2015, Kentucky requested to contract with the OVEC to create Early Childhood Leadership Academies statewide. This effort was underway in 2016 but only in the planning stages. Therefore, the bulk of the money in the contract with OVEC will be spent in 2017. Likewise, the money originally planned to be utilized for the deliverables tied to the Unified Registry was more than necessary.

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.

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. In the amendment, Kentucky will request that unused funds from Project 6 be moved to Project 1 to support other grant deliverables. Kentucky will also request that some of the unused funds in line 6 Contractual be moved to Line 11 Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, to support building infrastructure for Kentucky All STARS through the Early Childhood Institute. All remaining funds in Project 6 will be spent in Line 6 Contractual in Grant Year 4.

Project Budget 7

Project Name: Expansion of the Longitudinal Data System

Project Budget Narrative

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

Kentucky spent as expected in Project 7, but due to an error in reporting that has already been corrected, there is a large amount of carryover funds that will be spent in 2017. Funds in Project 7 are distributed between two PSAs, the KDE and the KCEWS. Funds previously reported in Line 1 Personnel and Line 2 Fringe Benefits will now be reported appropriately within Line 6 Contractual, because the KDE has always had a contract employee. Spending in these categories was close to the budget. The funds reported in Line 8 Other were more than the KCEWS was informed they had for Project 7 deliverables. Now that the reporting error has been corrected, the KCEWS intends to spend all unused funds in Grant Year 4.

Project Budget Explanation of Changes

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

Kentucky will work with federal project officers to submit a budget amendment in early 2017 that reallocates all unspent grant funding to be spent in Grant Year 4. In the amendment, Kentucky will request that monies previously reported in Line 1 Personnel and Line 2 Fringe Benefits be reported in Line 6 Contractual. Kentucky did not lose a staff position, but instead, this position has always been on contract, but reported incorrectly. All funds remaining in Line 6 Contractual for this position will be expended in Grant Year 4. Because of an error in reporting that has already been corrected, the funds in Line 8 Other were not being spent as planned. All funds remaining in Line 8 Other will be expended in Grant Year 4.

Project Budget 8

Project Name: _____

***KENTUCKY'S RTT-ELC APPLICATION INCLUDED 7 PROJECTS.
PAGES 73-94 HAVE BEEN DELETED.***

RTT-ELC 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	\$198,302.00	\$623,904.00	\$801,470.00	\$0.00	\$1,623,676.00
2. Fringe Benefits	\$105,690.00	\$274,528.00	\$321,626.00	\$0.00	\$701,844.00
3. Travel	\$3,947.00	\$14,864.00	\$28,727.00	\$0.00	\$47,538.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$9,380.00	\$24,765.00	\$0.00	\$49,081.00
6. Contractual	\$54,455.00	\$1,489,888.00	\$6,168,731.00	\$0.00	\$7,713,074.00
7. Training Stipends	\$0.00	\$48,300.00	\$0.00	\$0.00	\$48,300.00
8. Other	\$7,557.00	\$107,531.00	\$214,832.00	\$0.00	\$329,920.00
9. Total Direct Costs (add lines 1-8)	\$384,887.00	\$2,568,395.00	\$7,560,151.00	\$0.00	\$10,513,433.00
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.	\$144,400.00	\$145,600.00	\$1,690,687.00	\$0.00	\$1,980,687.00
12. Funds set aside for participation in grantee technical assistance	\$21,921.00	\$42,254.00	\$26,481.00	\$0.00	\$90,656.00
13. Total Grant Funds Requested (add lines 9-12)	\$551,208.00	\$2,756,249.00	\$9,277,319.00	\$0.00	\$12,584,776.00
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)	\$551,208.00	\$2,756,249.00	\$9,277,319.00	\$0.00	\$12,584,776.00

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 1 - Ensure mission integrity of the All STARS programs and coordinate across agencies and sectors to improve quality in early care and education programs.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$190,409.00	\$283,209.00	\$326,283.00	\$0.00	\$799,901.00
2. Fringe Benefits	\$100,590.00	\$165,626.00	\$183,295.00	\$0.00	\$449,511.00
3. Travel	\$3,947.00	\$5,200.00	\$6,533.00	\$0.00	\$15,680.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$6,767.00	\$22,819.00	\$0.00	\$44,522.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$20,140.00	\$0.00	\$20,140.00
9. Total Direct Costs (add lines 1-8)	\$309,882.00	\$460,802.00	\$559,070.00	\$0.00	\$1,329,754.00
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	\$21,921.00	\$42,254.00	\$26,481.00	\$0.00	\$90,656.00
13. Total Grant Funds Requested (add lines 9-12)	\$331,803.00	\$503,056.00	\$585,551.00	\$0.00	\$1,420,410.00
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)	\$331,803.00	\$503,056.00	\$585,551.00	\$0.00	\$1,420,410.00

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 2 - Kentucky will ensure that all early learning and development programs participate in the state's TQRIS and will require all ELDs to develop strategies to reach the higher levels of quality.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$255,386.00	\$286,659.00	\$0.00	\$542,045.00
2. Fringe Benefits	\$0.00	\$82,185.00	\$102,648.00	\$0.00	\$184,833.00
3. Travel	\$0.00	\$8,606.00	\$22,120.00	\$0.00	\$30,726.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$2,613.00	\$1,946.00	\$0.00	\$4,559.00
6. Contractual	\$43,394.00	\$1,344,022.00	\$5,675,945.00	\$0.00	\$7,063,361.00
7. Training Stipends	\$0.00	\$48,300.00	\$0.00	\$0.00	\$48,300.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$43,394.00	\$1,741,112.00	\$6,089,318.00	\$0.00	\$7,873,824.00
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	\$1,373,187.00	\$0.00	\$1,373,187.00
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)	\$43,394.00	\$1,741,112.00	\$7,462,505.00	\$0.00	\$9,247,011.00
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)	\$43,394.00	\$1,741,112.00	\$7,462,505.00	\$0.00	\$9,247,011.00

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 3 - Integrate Kentucky's Early Childhood Standards (KYECS) in all early learning and development programs.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$25,719.00	\$863.00	\$0.00	\$26,582.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$25,719.00	\$863.00	\$0.00	\$26,582.00
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	\$25,719.00	\$863.00	\$0.00	\$26,582.00
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	\$25,719.00	\$863.00	\$0.00	\$26,582.00

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

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

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

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

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

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Actual Expenditures for Project 4 - Expand bornlearning® Academies across the Commonwealth through Family Resource and Youth Service Centers (FRYSC)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$7,893.00	\$56,786.00	\$41,747.00	\$0.00	\$106,426.00
2. Fringe Benefits	\$5,100.00	\$26,717.00	\$35,683.00	\$0.00	\$67,500.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,993.00	\$83,503.00	\$77,430.00	\$0.00	\$173,926.00
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.	\$144,400.00	\$145,600.00	\$317,500.00	\$0.00	\$607,500.00
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)	\$157,393.00	\$229,103.00	\$394,930.00	\$0.00	\$781,426.00
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)	\$157,393.00	\$229,103.00	\$394,930.00	\$0.00	\$781,426.00

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

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

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

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

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Actual Expenditures for Project 5 - Kentucky will implement the Strengthening Families (SF) Framework across the Commonwealth.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$1,058.00	\$74.00	\$0.00	\$1,132.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$1,058.00	\$74.00	\$0.00	\$1,132.00
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	\$1,058.00	\$74.00	\$0.00	\$1,132.00
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	\$1,058.00	\$74.00	\$0.00	\$1,132.00

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

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

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

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

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Actual Expenditures for Project 6 - Develop a Responsive System of Professional Development Support and Create a Unified Registry

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	\$11,061.00	\$145,866.00	\$492,786.00	\$0.00	\$649,713.00
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)	\$11,061.00	\$145,866.00	\$492,786.00	\$0.00	\$649,713.00
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)	\$11,061.00	\$145,866.00	\$492,786.00	\$0.00	\$649,713.00
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)	\$11,061.00	\$145,866.00	\$492,786.00	\$0.00	\$649,713.00

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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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 7 - Integrate all Early Childhood data into Kentucky's Longitudinal Data System to create a Birth to Workforce data system

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$28,523.00	\$146,781.00	\$0.00	\$175,304.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$7,557.00	\$81,812.00	\$193,829.00	\$0.00	\$283,198.00
9. Total Direct Costs (add lines 1-8)	\$7,557.00	\$110,335.00	\$340,610.00	\$0.00	\$458,502.00
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)	\$7,557.00	\$110,335.00	\$340,610.00	\$0.00	\$458,502.00
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)	\$7,557.00	\$110,335.00	\$340,610.00	\$0.00	\$458,502.00

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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