

Race to the Top – Early Learning Challenge (RTT-ELC) Technical Assistance to Applicants

Presentation to States

U.S. Departments of Education and
Health and Human Services

September 10, 2013



Session Outcomes

Applicants will better understand:

- The content of the application including:
 - selection criteria, priorities, requirements, and definitions
- How to develop the budget section
- The reviewer guidelines for scoring applications
- How to submit an application

Review these type of questions:

- Technical
- Clarifying
- Logistical

Agenda

- 12:00-12:15 Welcome, Introductions, Ground Rules, FAQs
- 12:15-12:30 Developing a Quality Application: Interagency Approach, Absolute Priority and Scoring
- 12:30-1:25 State's Past Record and Early Learning Reform Agenda: (A)(1), (A)(2), Choosing Focused Investment Areas
- 1:25-2:35 Organizing the State: (A)(3), (A)(4) and Budget
- 2:35-2:50 Break
- 2:50-3:45 Tiered Quality Rating and Improvement Systems: (B) and Competitive Preference Priority 2
- 3:45-4:40 Building High Quality: (C)
- 4:40-4:55 Break
- 4:55-5:50 Building High Quality: (D) and (E)
- 5:50-6:10 Special Populations, Competitive and Invitational Priorities, Planning Considerations, Program Requirements, Application Submission and Review
- 6:10-6:30 Additional Q&A and Closing

Today's Presenters

- Libby Doggett, *Deputy Assistant Secretary for Policy and Early Learning, OESE, ED*
- Linda Smith, *Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, ACF, HHS*
- Marsha Basloe, *Office of the Assistant Secretary, ACF, HHS*
- Tammi Fergusson, *Office of Early Learning, OESE, ED*
- Richard Gonzales, *Office of the Assistant Secretary, ACF, HHS*
- Steven Hicks, *Senior Policy Analyst, OESE, ED*
- Miriam Lund, *Office of Early Learning, OESE, ED*
- Ngozi Onunaku, *Office of the Assistant Secretary, ACF, HHS*
- Tammy Proctor, *Group Leader, Office of Early Learning, OESE, ED*

Supporting the presenters—

- Jane Hess, Rachel Peternith, and Shaw Vanze, *Office of the General Counsel, ED*
- Katie Chase, Rebecca Marek, and Deborah Spitz, *Office of Early Learning, OESE, ED*
- Davida McDonald, *Office of the Assistant Secretary, ACF, HHS*

Ground rules

- Ask your questions as we go!
- Additional questions may be submitted to:
RTT-ELC.P3.Competition@ed.gov
- Regional Participants: submit questions to designated person in your region
- Time keeping
- Cell phones on vibrate, please
- Today's session will be transcribed and posted to:
<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/resources.html> . The slides are already posted.
- FAQs will be posted on the RTT-ELC Web site
- Slides and talking points may paraphrase some of the criteria—if there are any questions, the full text in the NIA is what rules.

Award Information

- Estimated Available Funds: \$280 million
- Number of New Awards Anticipated: 3-8
- Estimated Range of Awards: \$37.5 million-\$75 million
- Project Period: Up to 4 years

Highlights

- RTT-ELC competition is organized around five key reform areas representing the foundation of an effective early learning and development reform agenda.
 - A. Successful State Systems;
 - B. High-Quality, Accountable Programs;
 - C. Promoting Early Learning and Development Outcomes for Children;
 - D. A Great Early Childhood Education Workforce; and
 - E. Measuring Outcomes and Progress
- The first two of these reform areas, (A) and (B) are the core focus of this program (“Core Areas”).
- Reform areas in (C), (D), and (E) are areas where applicants target activities that are relevant to their State’s context (“Focused Investment Areas”).

Changes in the Application

2011 vs. 2013

- Priority 4 is now a Competitive Preference Priority
 - 2011 Application's Priority 4 was an Invitational Priority.
- The 2013 application contains a new Competitive Preference Priority 5: Addressing the Needs of Children in Rural Areas.
- Look for additional language on family engagement and supporting family's input in educational decision making.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of Governor, Lead Agency, and Participating State Agencies (PSA)
- Certification from State's attorney general
- Budget spreadsheets
- Focused Investment Area requirements
- High-Quality Plan requirements

Program Requirements:

- Continued participation in specific programs
- Technical Assistance and Evaluation
- Make work available
- Final scopes of work

Eligibility Requirements:

- Not previously received an RTT-ELC grant
- MOUs with each PSA
- Must have an active MIECHV program in the State

Applications will be evaluated based on:

Priorities:

- Absolute: Promoting School Readiness for Children with High Needs
- Competitive: Including All Early Learning And Development Programs in the Tiered Quality Rating and Improvement System
- Competitive: Understanding the Status of Children's Learning and Development at Kindergarten Entry
- Competitive: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades
- Competitive: Addressing the Needs of Children in Rural Areas
- Invitational*: Encouraging private-sector support
- Selection Criteria

* Note that invitational priorities are not scored.

Defined Terms

Defined Terms are found throughout the NIA and Application and are indicated by capitalization. Frequently used defined terms include:

- Children with High Needs
- Early Childhood Educator
- Early Learning and Development Program
- High-Quality Plan
- State Plan
- Lead Agency
- Participating State Agency

Developing a Quality Application

Developing a Quality Application

- Build on State's previous collaborative work
- Involve all Participating State Agencies
- Address the Absolute Priority
- High Quality Plans
- Ambitious, yet achievable

Absolute Priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by **integrating and aligning resources and policies across Participating State Agencies and by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System.** In addition, to achieve the necessary reforms, the State must make strategic improvements in those areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

important

High-Quality Plan

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that **is feasible and has a high probability of successful implementation** and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs.

Ambitious yet achievable

In determining whether a State has ambitious yet achievable goals or targets for a given selection criterion, reviewers will examine the State's goals or targets in the context of the State's plan and the evidence submitted (if any) in support of the plan.

Reviewers will not be looking for any specific targets nor will they necessarily reward higher targets above lower ones with higher scores. Rather, reviewers will reward States for developing goals and targets that, in light of each State's plan and the current context and status of the work in that State, are shown to be “ambitious yet achievable.”

How the Pieces Fit Together

The Parts to Respond to:

- **For each criterion, there are up to three parts**
- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the space provided. Describe how the State has addressed or will address that criterion.
- **Evidence:** Some selection criteria require specific information requested as supporting evidence. States may also include any additional information the State believes will be helpful to peer reviewers in judging the State's plan.
- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information.

Scoring Rubric

- The scoring rubric guides reviewers when awarding points; see pages 112-116 of the application.
 - The Quality Rubric provides guidance on how to allocate points for high-, medium-, and low-quality responses to specified selection criteria.

Note: we removed the “Quality and Implementation Rubric” that was included in the FY2011 application. We expect applicants will describe and reviewers will evaluate the extent of implementation of activities when evaluating the overall quality of responses to selection criteria and priorities.

Scoring Rubric

	Percentage of Available Points Awarded
High-quality response	80-100%
Medium/high-quality response	50-80%
Medium/low-quality response	20-50%
Low-quality response	0-20%

Peer Reviewers

- Background
- Selection
- Training

State's Past Record and Early Learning Reform Agenda

State's Past Record and Early Learning Reform Agenda

- (A)(1) Demonstrating past commitment to early learning and development.
- (A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.

(A)(1) Criterion - Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

(A)(1) Criterion - Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible **Early Learning and Development Programs** and services for Children with High Needs, as evidenced by the State's—

- (a) Financial in
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Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA*.

Note*: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

(A)(1) Criterion - Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for **Children with High Needs**, as evidenced by the State's—

- (a) Financial investment in Early Learning and Development Programs, relative to the size of the State's population;
- (b) Increasing, over time, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development programs meeting the Standards, Competencies, and Practices for Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices;
- (d) Current state of early learning and development programs, including engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Children with High Needs means children from birth through kindergarten entry who are from **Low-Income** families or otherwise in need of special assistance and support, including children who have **disabilities** or developmental delays; who are **English learners**; who reside on “**Indian lands**” as that term is defined by section 8013(7) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); who are **migrant**, **homeless**, or in **foster care**; and other children as identified by the State.

(A)(1) Evidence

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age, race, and ethnicity (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-4) to the present.

Etc

(See application pp. 27-40)

(A)(1) Tables

- There are 13 tables to fill out in (A)(1)
- We include tables in the application for two reasons:
 - Clear to applicants what data they need to provide
 - Assists reviewers
- Don't feel constrained by the tables, provide the requested information but also feel free to provide additional information if it is helpful
- Tables aren't everything - Remember to write a strong narrative and refer back to the criterion to make sure you are fully addressing it.

Table (A)(1)-4

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start					
State-funded preschool <i>Specify:</i>					
State contributions to IDEA Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF					
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>					
TANF spending on Early Learning and Development Programs					
Other State contributions <i>Specify:</i>					
Other State contributions <i>Specify:</i>					
Total State contributions:					
<i>[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date. Include 2013 if data are available.]</i>					

Table (A)(1)-10

Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	

[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]

(A)(2) Criterion - Articulating the State's rationale for its early learning and development reform agenda and goals (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and
- (c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

(A)(2) Criterion - Articulating the State's rationale for its early learning and development reform agenda and goals (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and
- (c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

(A)(2) Evidence Example

- The State's goals for improving program quality statewide over the period of this grant.
- The State's goals for improving child outcomes statewide over the period of this grant.
- The State's goals for closing the educational gaps between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

Check-box for Focused Investment Area (C)

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (C) the State is choosing to address

- (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.

State's Past Record and Early Learning Reform Agenda

Application requirement (g)

The State, within each Focused Investment Area, must select and address-

- **Two or more** selection criteria within Focused Investment Area **(C)** Promoting Early Learning and Development Outcomes for Children; and
- **One or more** selection criteria within Focused Investment Areas **(D)** A Great Early Childhood Education Workforce and **(E)** Measuring Outcomes and Progress.

Organizing People and Resources

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by—

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--
 - (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;
 - (2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State’s Interagency Coordinating Council for part C of IDEA, and other partners, if any;
 - (3) The method and process for making different types of decisions (*e.g., policy, operational*) and resolving disputes; and
 - (4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

The extent to which the plan demonstrates participation and coordination across agencies for early learning and development.

(a) Demonstrating how the plan demonstrates governance structure, decision making, and coordination.

(1) The organization's interagency coordination, if any, and how it will be implemented.

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

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will identify a coordination, streamline quality and describing-- ds upon existing ils, and commissions,

- (2) The governance-related roles and responsibilities of the **Lead Agency**, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;
- (3) The method and process for making different types of decisions (*e.g., policy, operational*) and resolving disputes; and
- (4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong

- Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies:
- (a) the agencies that administer or supervise the administration of CCDF, the section 619 of Part B of IDEA and Part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Health Services Block Grant, the State's Child Care Licensing Agency, and the State education agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food Program, and the Adult Education and Family Literacy Act, may be Participating State Agencies if they elect to participate in the State Plan as well as the State Advisory Council on Early Childhood Education and Care.

the planning and implementation of the activities carried out under the grant;

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

- (b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency --
- (1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;
 - (2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and
 - (3) A signature from an authorized representative of each Participating State Agency; and

continued

Relevant Eligibility Requirements

(b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable—

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

Relevant Eligibility Requirements

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency

Relevant Application Requirements

(d) The state must submit preliminary scopes of work for each Participating State Agency as part of the executed memorandum of understanding (MOU) or other binding agreement. Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have **up to 90 days** to complete final scopes of work for each Participating State Agency.

See Program Requirement (m) (section XI in this application).

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

(A)(3) Criterion - Aligning and coordinating early learning and development across the State (10 points)

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from **Early Learning Intermediary Organizations**, and, if applicable, local early

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

(A)(3) Evidence

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.

Table → **The completed table that lists governance-related roles and responsibilities** (see Table (A)(3)-1).

- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

Table → **The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State that indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).**

- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Relevant Eligibility Requirement

- (c) There must be an active Maternal, Infant, Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Public Law 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

Budget Overview

- Criterion and Evidence
- Budget Tables
- Worksheets
- Relevant Application Requirements

(A)(4) Criterion Developing a budget to implement and sustain the work of this grant (15 points)

The extent to which the State Plan--

- (a) Demonstrates how the State will **use existing funds** that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

Continued

(A)(4) Criterion Developing a budget to implement and sustain the work of this grant (15 points) (continued)

The extent to which the State Plan—

- (b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--
 - (1) Is **adequate** to support the activities described in the State Plan;
 - (2) Includes costs that are **reasonable and necessary** in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
 - (3) Details the **amount of funds budgeted** for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(A)(4) Criterion Developing a budget to implement and sustain the work of this grant (15 points) (continued)

The extent to which the State Plan—

- (c) Demonstrates that it can be **sustained after the grant period** ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

(A)(4)(a) Evidence

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
<Source 1>					
<Source 2>					
<Source 3>					
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>					

(A)(4)(b) Evidence

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describe how it connects to the State Plan (also completed in section VIII).

The Parts of the Budget

1. Overall Budget Summary Tables (Part I)
 - a. By budget category
 - b. By Participating State Agency
 - c. By project
 - d. Overall Narrative: Overview of how the budget has been organized across PSAs and into projects

2. Budgets for each Participating State Agency (Part II)
 - a. Tables: Budget for each PSA, by category
 - b. Narrative: Backup detail for each category in each project budget



(See application p. 86-97)

Budget Table II-1: Participating State Agency Budget

Complete one table and one narrative for each PSA

Budget uses

Other contracts

Indirect costs

Funds for local implementation

Total funds requested

Funds from other sources

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

Budget Table II-2: Participating State Agency Budget by Project

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i><Participating State Agency Name></i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i><Project 1></i>					
<i><Project 2></i>					
<i><Project 3></i>					
Total Budget					

(A)(4) Budget Spreadsheets

- Excel workbook available on RTT-ELC Web page
- Spreadsheets in the workbook help States produce the tables required in the Budget Section
- Workbook includes spreadsheets (tabs) for up to 10 Participating State Agencies and 15 Projects
- Step by Step instructions are included in the workbook – in Tab1, including how to complete the spreadsheets and how to copy the completed spreadsheets into the application itself
- Submit the entire Excel workbook along with your application on the CD/DVD that you submit

Relevant Program Requirements

- (d) The State is prohibited from spending funds from the grant on the direct delivery of health services.
- (e) The State must participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees in order to share effective program practices and solutions and collaboratively solve problems, and must set aside **at least \$400,000** from its grant funds for this purpose.

Funding Categories

The Departments will not consider an application from a State that proposes a budget exceeding the applicable cap set for that State.

- Category 1—up to \$75 million—FL, NY, TX
- Category 2—up to \$52.5 million—AZ, GA, MI, PA
- Category 3—up to \$45 million—AL, IN, KY, LA, MO, NJ, OK, PR, SC, TN, VA
- Category 4—up to \$37.5 million—AK, AR, CT, DC, HI, ID, IA, KS, ME, MS, MT, NE, NH, NV, ND, SD, UT, VT, WV, WY

Tiered Quality Rating And Improvement Systems

B. High-Quality, Accountable Programs (75 points)

- (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System *(10 points)*
- (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System *(15 points)*
- (B)(3) Rating and monitoring Early Learning and Development Programs *(15 points)*
- (B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs *(20 points)*
- (B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems *(15 points)*

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to **evaluate the quality** of an Early Learning and Development Program and to **support program improvement**. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

(B)(1) Criterion - Developing and adopting a common, statewide Tiered Quality Rating and Improvement System
(10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

- (a) Is based on a statewide set of tiered **Program Standards** that include--
- (1) **Early Learning and Development Standards**;
 - (2) A **Comprehensive Assessment System**;
 - (3) **Early Childhood Educator qualifications**;
 - (4) **Family engagement** strategies;
 - (5) **Health promotion** practices; and
 - (6) **Effective data practices**;
- (b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and
- (c) Is linked to the State licensing system for Early Learning and Development Programs.

(B)(1) Evidence

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

Table (B)(1) - 1

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

(B)(2) Criterion - Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;
- (3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA;
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;

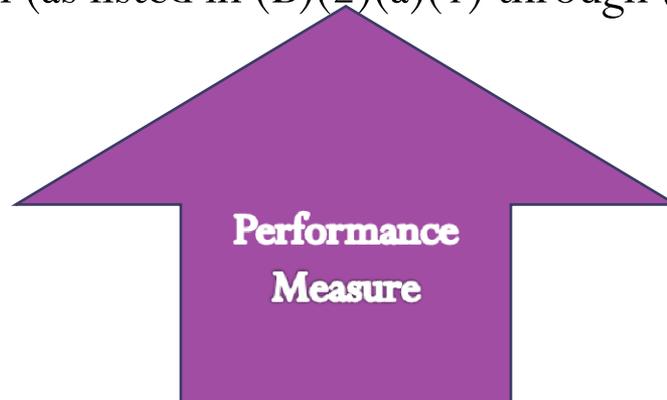
continued

(B)(2) Criterion - Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)

(continued)

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) **Setting ambitious yet achievable targets** for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

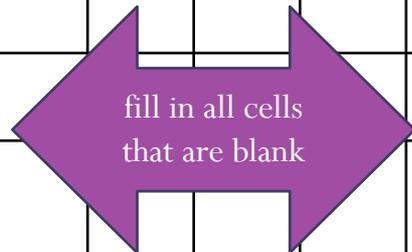


About Performance Measures

- Performance measures include goals and annual targets, baseline data, and other information.
- Where performance measures are required, tables are provided in the application.
- In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses.
- Reviewers will consider, as part of their evaluations of the State's application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State's plan.
- To minimize burden, performance measures have been requested only where the Departments intend to report nationally on them and for measures that lend themselves to objective and comparable data gathering.

Performance Measure (B)(2)(c)

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>											
Early Head Start and Head Start											
Programs funded by IDEA, Part C											
Programs funded by IDEA, Part B, section 619											
Programs funded under Title I of ESEA											
Programs receiving from CCDF funds											
Other											
<i>Describe:</i>											
<p>Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets.</p> <p>States will report status against these targets in annual reports.</p>											
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p>											



(B)(3) Criterion - Rating and monitoring Early Learning and Development Programs (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a **system for rating and monitoring** the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable **tool for monitoring** such programs, having **trained monitors** whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate **frequency**; and

(b) Providing **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) and making program quality rating data, information, and licensing history (including any health and safety violations) **publicly available** in formats that are written in plain language, and 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.

(B)(3) – Any supporting evidence the State believes will be helpful to peer reviewers.

*(Enter **narrative** here – recommended maximum of five pages)*



narrative

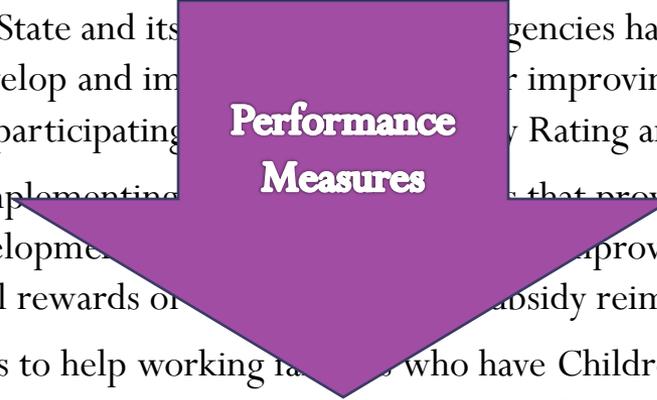
(B)(4) Criterion - Promoting access to high-quality Early Learning and Development Programs for Children with High Needs
(20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a **system for improving the quality** of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

- (a) Developing and implementing **policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve** (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);
- (b) Providing **supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs** that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and
- (c) Setting ambitious yet achievable targets for increasing--
 - (1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
 - (2) 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 Tiered Quality Rating and Improvement System.

(B)(4) Criterion - Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (20 points)

The extent to which the State and its local agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a plan for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

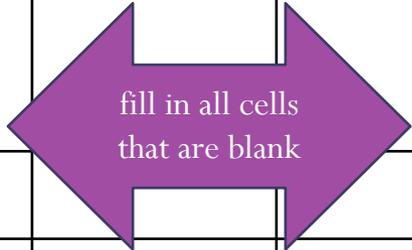


Performance Measures

- (a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to improve (e.g., through training, technical assistance, financial rewards or other incentives, or increasing subsidy reimbursement rates, compensation);
- (b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and
- (c) Setting ambitious yet achievable targets for increasing--
 - (1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
 - (2) 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 Tiered Quality Rating and Improvement System.

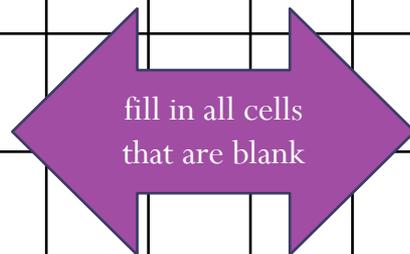
Performance Measure (B)(4)(c)(1)

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System					
Number of programs in Tier 1					
Number of programs in Tier 2	<p>Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports.</p>				
Number of programs in Tier 3					
Number of programs in Tier 4					
<p><i>Include a row for each tier in the State’s Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.</i></p> <p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]</i></p>					



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

Performance Measures for (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 Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>											
Early Head Start and Head Start											
Early Learning and Development Programs funded by IDEA, Part C											
Early Learning and Development Programs funded by IDEA, Part B, section 619											
Early Learning and Development Programs funded under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program											
Other											
<i>Describe:</i>											
[Please list which tiers the State has included as "top tiers," indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information.]											



Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for "ambitious yet achievable" targets. States will report status against these targets in annual reports.

(B)(5) Criterion - Validating the effectiveness of State Tiered Quality Rating and Improvement System (15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of **the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs** by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), **that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality**; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), **the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.**

Competitive Preference Priority 2 - Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System (10 points)

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will meet this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than **June 30, of the fourth year of the grant--**

- (a) A **licensing and inspection system that covers all programs** that are not otherwise regulated by the State and that **regularly care for two or more unrelated children for a fee in a provider setting**; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and
- (b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Building High Quality

Making Linkages – Selection Criterion (B)(1) & Focused Investment Areas

Program Standards described in Selection Criterion (B)(1)



Selection Criteria – Focused Investment Areas:

- (C) Promoting Early Learning and Development Outcomes for Children
- (D) A Great Early Childhood Education Workforce
- (E) Measuring Outcomes and Progress

(C) Promoting Early Learning and Development Outcomes for Children (60 points)

(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

(C)(1) Criterion - Developing and using statewide, high-quality Early Learning and Development Standards

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and
- (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and

- Development Standards means a set of
- (a) expectations, guidelines, or developmental milestones that--
 - (a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
 - (b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
 - (c) Cover all Essential Domains of School Readiness; and
 - (d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning and Development Standards across Early Learning and Development

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the **Early Learning and Development Standards** are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all **Essential Domains of School Readiness**;

(b) Includes evidence of alignment with the State

(c) Includes evidence of incorporation into Early Learning Systems, the State's Early Learning and Development

(d) Includes evidence of State and community

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

(C)(1) Evidence

To the extent the State has implemented Early Learning and Development Standards that meet the elements in selection criteria (C)(1)(a) and (b), submit--

- Proof of use by the types of Early Learning and Development Programs in the State;
- The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
- Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
- Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality; and
- Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

(C)(2) Criterion Supporting effective uses of Comprehensive Assessment Systems

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

- (a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;
- (b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- (c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and
- (d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children's development and needs; and
- (e) Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.

(C)(2) Criterion Supporting effective uses of Comprehensive Assessment Systems

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate **Comprehensive Assessment Systems**

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

(C)(3) Criterion - Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

- (a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health;
- (b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;
- (c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

(C)(3) Criterion - Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness (continued)

Performance
Measures



(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

(C)(3) Evidence

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in selection criterion (C)(3)(a), submit—
 - The progression of health standards used in the Program Standards and the State’s plans for improvement over time, including documentation demonstrating that this progression of standards **appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; family involvement and capacity-building; and health literacy among parents and children;**

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

(continued)

(C)(3) Evidence *(continued)*

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening and referral of the and follow-up for all Children with High Needs, and how families will be engaged in the process, how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

Performance Measure (C)(3)(d)

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs screened					
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
<p>fill in all cells that are blank</p>					
<p>Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports.</p>					
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p>					

(C)(4) Criterion Engaging and supporting families

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development and help families build protective factors;
- (b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and
- (c) Promoting family support and engagement statewide, including by leveraging other existing resources such as home visiting programs, family resource centers, family support networks, and other family-serving agencies and organizations, and through outreach to family, friend, and neighbor caregivers.

(C)(4)(a) Evidence

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in selection criterion (C)(4)(a), submit—
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children’s development and learning. A State’s family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development; and
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children’s education and development.

(C)(4)(b) and (c) Evidence

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State must submit documentation of these data. If the State does not have these data, the State must outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

D. A Great Early Childhood Education Workforce

States must address at least one of the following selection criteria:

- (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.

D. A Great Early Childhood Education Workforce

States must address at least one of the following selection criteria:

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

(D)(2) Supporting **Early Childhood Educators** in improving

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

(D)(1) Criterion Developing a Workforce Knowledge and Competency Framework and a progression of credentials

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

(D)(1) Criterion Developing a Workforce Knowledge and Competency Framework and a progression of credentials

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide **Workforce Knowledge and Competency Framework** designed to promote children's learning and

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators; and (g) includes knowledge of protective factors and effective approaches to partnering with families and building families' knowledge skills, and capacity to promote children's health and development.

(D)(1) Evidence

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in the Programs Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

(D)(2) Criterion Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

- The extent to which the State has a High-Quality Plan to **improve the effectiveness and retention** of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by—
 - (a) Providing and expanding access to effective professional development opportunities
 - (1) That are aligned with the State’s Workforce Knowledge and Competency Framework;
 - (2) Tightly link training with professional development approaches, such as coaching and mentoring; and
 - (3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these polices and incentives will be effective in improving outcomes for Children with High Needs.

(D)(2) Criterion Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

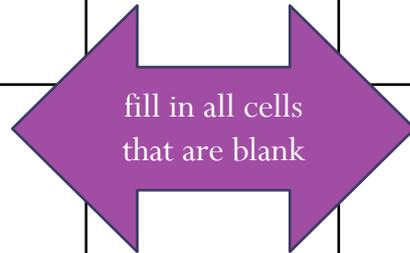
- (b) Implementing effective policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that –
 - (1) Are aligned with the Workforce Knowledge and Competency Framework;
 - (2) Tightly link training with professional development approaches, such as coaching and mentoring; and
 - (3) Are supported by strong evidence (*e.g.*, available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(D)(2) Criterion Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

- (c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and
- (d) Setting ambitious yet achievable targets for--
 - (1) 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 with programs that are aligned to the Workforce Knowledge and Competency Framework; and
 - (2) 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.

Goals: Baseline data and annual targets

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2014	Target - end of calendar year 2015	Target - end of calendar year 2016	Target – end of calendar year 2017
Total number of “aligned” institutions and providers					
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider					
<p><i>[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. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]</i></p>					



Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports.

E. Measuring Outcomes and Progress

States must address at least one of the following selection criteria:

- (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.

(E)(1) Understanding the status of children’s learning and development at kindergarten entry

The extent to which the State has a High-Quality Plan to implement, independently or as

pa Kindergarten Entry Assessment means an assessment that--

- inf (a) Is administered to children during the first few months of their admission into
- (a) kindergarten;
- Es (b) Covers all Essential Domains of School Readiness;
- (b) (c) Is used in conformance with the recommendations of the National Research
- it Council reports on early childhood; and
- (c) (d) Is valid and reliable for its intended purposes and for the target populations and
- ye aligned to the Early Learning and Development Standards.

ph Results of the assessment should be used to inform efforts to close the school
(d) readiness gap at kindergarten entry to inform instruction in the early elementary
sy school grades, and to inform parents about their children’s status and involve them
an in decisions about their children’s education. This assessment must not be used to
(e) prevent children’s entry into kindergarten or as a single measure for high-stakes
e decisions.

(E)(1) Criterion Understanding the status of children's learning and development at kindergarten entry

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

- (a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- (b) 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;
- (c) Is administered beginning no later than the start of school year ending during 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;
- (d) 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
- (e) 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).

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry (10 points)

To meet this priority, the State must, in its application, address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for the criterion.

(E)(2) Criterion Building or enhancing an early learning data system to improve instruction, practices, services, and policies

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) 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;
- (d) 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 to share with parents and other community stakeholders; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the **Statewide Longitudinal Data System**, and that either data system--

(a) Has all of the Essential Data Elements:

(b) Enables user
Participa

(c) Facilitates
standard
Education
types of c

(d) Generate
Learning
continuo

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

by
and
or

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

- (a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);
- (b) A unique statewide Early Childhood Educator identifier;
- (c) A unique program site identifier;
- (d) Child and family demographic information, including indicators identifying the criteria that States use to determine whether a child is a Child with High Needs;
- (e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

Other Considerations

Including Special Populations

- Consider how will you address the unique needs of special populations of Children with High Needs in your High-Quality Plan
 - *Children from Low-Income families or otherwise in need of special assistance and support*
 - *Children with disabilities or developmental delays*
 - *English learners*
 - *Children who reside on Indian lands*
 - *Migrant, homeless, or foster*
 - *Other children as identified by the State*

Note: a State may decide to address the needs of additional special populations of children beyond those in the definition of Children with High Needs.

Competitive Priorities

- Priority 2-Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.
- Priority 3-Understanding the Status of Children's Learning and Development at Kindergarten Entry.
- Priority 4-Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades.
- Priority 5-Addressing the Needs of Children in Rural Areas.

Competitive Preference Priority 4 – Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades (10 points)

- Priority 4 is designed to build upon the State’s High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--
 - (a) Enhancing the State’s kindergarten-through-third-grade standards to align them with the State’s Early Learning and Development Standards across all Essential Domains of School Readiness;
 - (b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families’ capacity to address these needs;

(see Application p. 79)

Competitive Preference Priority 4 – Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades (10 points) continued

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children’s learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

Competitive Preference Priority 5 – Addressing the Needs of Children in Rural Areas. (5 points)

- The State will meet this priority based on the extent to which it describes:
 - (a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and
 - (b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State’s integrated system of high-quality early learning programs and services.

(see Application p. 80)

Invitational Priority 6 – Encouraging Private-Sector Support.

The State will meet this priority based on the extent to which it describes how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

An invitational priority is one that will not be scored, but is of interest to the Secretaries. If an applicant addresses an invitational priority, then the applicant may apply funds from the grant, if awarded, to work associated with this priority.

Program Requirements

(partial list)

- (b) The State **must continue to participate** in the programs authorized under section 619 of Part B of **IDEA** and Part C of IDEA and in the **CCDF** program.
- (c) States must continue to have an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program (pursuant to section 511 of the Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Public Law 111-148)) for the duration of the grant, whether operated by the State or by an eligible non-profit organization.
- (l) Funds made available under an RTT-ELC grant must be used to **supplement, not supplant**, any Federal, State, or local funds that, in the absence of the funds awarded under this grant, would be available for increasing access to and improving the quality of Early Learning and Development Programs

Already discussed:

- Set-aside for TA
- 90 days to finalize MOU scopes of work
- Prohibition on funds for delivery of health services
- Complying with privacy laws

Writing the Narrative

Lessons Learned:

- Always cross reference to important information in other sections.
- Include clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria.
- We recommend that you limit your total page count for the narrative to no more than 150 pages of State-authored text.

Appendix

- Must begin with a complete Table of Contents
- Each attachment must be described in the narrative, with a rationale for how it supports the relevant selection criterion and a cross-reference to the attachment's location in the Appendix
- Contents may include:
 - Memorandum of Understanding (MOU) or Binding Agreement
 - Commitment letters, surveys, or other evidence demonstrating support
 - Organizational chart, curriculum vitae of key personnel, or other supporting information relating to management of the grant
 - Other evidence relevant to selection criteria

Planning Considerations

For your immediate consideration:

- Determine Lead Agency and all Participating State Agencies so you can start to—
 - Decide on your core application planning team
 - Develop MOUs
 - Develop Participating State Agencies' budgets
- Determine other key groups/coalitions in the State who will be part of your core application planning team

And remember that you'll need to:

- Line up the required signatures before you submit your application
- Line up the certification from the State's Attorney General
- Complete a detailed budget

Application Checklist

- Formatting Recommendations
- Application Assurances and Certifications
- State Attorney General Certification
- Accountability, Transparency, Reporting, and Other Assurances and Certifications
- Eligibility Requirements
- Selection Criteria and Priorities
- Budget
- Appendix
- Application Requirements
- Application Submission Procedures

Submitting your Application

- Submit three **CDs or DVDs**. Each of these three CDs or DVDs should include the following four files:
 - A single file that contains the body of the application, including required budget tables, that has been converted into a .PDF (Portable Document) format. Note that a .PDF created from a scanned document will not be searchable.
 - A single file in a .PDF format that contains all of the application appendices.
 - A single file in a .PDF format that contains all of the required signature pages. Applicants should also include all signed MOUs or other binding agreements for each Participating State Agency in the application; and
 - A single, separate file of the completed electronic budget spreadsheets that includes the required budget tables and budget justification (the spreadsheets will not be reviewed by peer reviewers but will be used by the departments for budget reviews).

Submitting your Application *(continued)*

- Submit a **signed original** of Section IV of the application and one copy of that signed original
- Indicate CFDA number 84.412A on the mailing envelope
- Have your application hand delivered or mailed (overnight mail recommended) – note different addresses for hand delivery and overnight mail delivery on page 118 of the application
- Must be *received* (not postmarked!) by **4:30:00 p.m.** (Washington, DC time) on **October 16, 2013**...or we cannot accept it!

(See application pp. 117-119)

Application Review Process

- Independent peer reviewers will be
 - Identified and screened for conflicts of interest
 - Provided the same training on the application
- Reviewers will read and score applications individually
- Panels of three reviewers will come together to discuss and independently score applications
- Reviewer scores will go forward to the Secretaries for final decisions
- Applications, reviewer scores and comments will be posted on the RTT-ELC Web site

Competition Timeline

October 16	Application due
Late October through November	Training for peer reviewers
Late October through November	Peer review applications off-site
Late October through November	On-site Peer review
Mid December	Announcement of awards

RTT-ELC Resources and Assistance

Websites:

<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/applicant.html> and
<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/resources.html>

Notice Inviting Applications (NIA)

Application

Budget Spreadsheets

Supporting Materials:

- *Executive Summary of RTT-ELC*
- *Frequently Asked Questions (will be posted ASAP)*
- *Presentations and Transcripts*

Questions and Answers

Remember: If we don't get to your questions today,
send them to RTT-ELC.P3.Competition@ed.gov

