

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

Kentucky



JUNE 2015



Race to the Top
Early Learning Challenge

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***Note:** All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.*



APR Cover Sheet

General Information

1. **PR/Award #:** S412A130045
2. **Grantee Name:** Governor's Office of Early Childhood
3. **Grantee Address:** 125 Holmes Street, Suite 3, Frankfort, KY 40601
4. **Project Director Name:** Terry S. Tolan
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Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 12/31/2014

Indirect Cost Information

6. Indirect Costs

The Grantee is not claiming indirect costs under this grant.



Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

Yes No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Terry Tolan

Title: Governor's Office of Early Childhood

Executive Summary

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

In December of 2013, Kentucky received notice that they would join 19 other States as a winner of the Race to the Top Early Learning Challenge competition. This incredible opportunity allows the Commonwealth to continue the long history of investments in early childhood education that has its roots all the way back to 1965. Most importantly, it allows Kentucky to build on the success of its Quality Rating and Information System and Professional Development and Learning system, both implemented originally in 2001. In a press release announcing the award, Governor Steve Beshear said, "This \$44 million grant represents one of the largest single investments in Kentucky's students - and it is targeted specifically to our youngest students, who will carry the positive impact of these programs throughout their school careers."

Since that announcement, the Commonwealth has worked to implement the details of the RTT-ELC plan. Now known as KY All STARS, the work of implementation is being led by the Governor's Office of Early Childhood with strong partnerships with the Kentucky Department of Education (KDE), the Cabinet for Health and Family Services (CHFS), the Education and Workforce Development Cabinet (EWDC), and the Early Childhood Advisory Council (ECAC). All of these agencies, along with other partners in public and private organizations, are working to fulfill the ultimate goal of the KY All STARS plan: to increase access to high quality early learning and development programs to more children with high needs.

Kentucky's plan divides the work into seven separate projects: 1. Grants management; 2. Redesign of the TQRIS; 3. Expanded use of the Kentucky Early Childhood Standards; 4. Expansion of United Way Born Learning Academies; 5. Implementation of the Strengthening Families Framework of protective factors; 6. Building a responsive system of professional development for early childhood educators and creating a unified registry; and 7. Expansion of the state's Longitudinal Data System to include more early childhood data. The state's scope of work (SOW) for the project, approved in July of 2014, includes more than 400 specific tasks required to complete all projects.

SELECTED ACCOMPLISHMENTS

In the first year of implementation of the KY All STARS plan, the lead agencies have met several important milestones and deliverables.

United Way Born Learning Academies - As detailed in the KY All STARS Plan, the state will utilize Race to the Top Funds to expand the number of United Way Born Learning Academies across the state. The Academies were created in Kentucky and are innovative, school-based workshops that meet a critical need in the state - early childhood family education. The academies consist of six sessions designed to demonstrate how to turn everyday moments with young children into learning opportunities. "Race to the Top Funds have given us an opportunity to build on a proven practice for supporting families," said Governor Steve Beshear during the announcement of the first year's grant recipients. In June of 2014, 24 schools were notified that they would receive funding and training to implement a United Way Born Learning Academy in their community. This represents \$144,000 in funding that goes directly to local agencies to support parents. This is the first step in a four year, \$1.4 million expansion to more than 150 academies statewide.

Early Childhood Standards Training Modules - A key component of the KY All STARS plan is to provide opportunities for early childhood educators to continue to develop their skills. The training modules are a valuable tool to improve the widespread knowledge and use of the Kentucky Early Childhood Standards.

Developed in 2003 and revised in 2012, the Standards provide educators with a framework of developmental milestones that indicate what children should be able to know and do during their earliest years. The Standards were developed to be culturally and linguistically sensitive and approved for use with children who have special needs. In 2014 the Governor's Office of Early Childhood, with support from the Professional Development Subcommittee of the Early Childhood Advisory Council (ECAC), contracted with Kentucky Educational Television (KET) to produce an online training overview of the Early Childhood Standards for all early learning and development educators. The module is available free of charge and provides an introduction to the Early Childhood Standards and how they may be used to individualize instruction to meet the needs of all children. The module went "live" on December 31, 2014.

Kentucky Strengthening Families - In 2014, Kentucky Governor Steve Beshear stated that his vision for Kentucky is that our state should be "A place where every child - regardless of whether he or she is born in the inner city, in a mountain hollow, on a farm or in the suburbs - is given the opportunity and the ability to succeed." This comes with a strong recognition that learning, especially for our youngest children, does not stop when they leave a formal setting like a community based childcare. In fact, more than 40% of our children never attend a formal learning program prior to kindergarten. So family support in a young child's learning is critical. However, many of Kentucky's children face powerful obstacles when it comes to reaching their full developmental potential. We know that all families experience stress. Stress like completing household chores, homework or adhering to regular routines are situations that all families face. However, at risk families often face other stresses in addition to typical situations. For example, substance abuse is involved in approximately 60 percent of substantiated cases of abuse or neglect in Kentucky. Armed with these facts, Kentucky has begun to implement a bold plan of utilizing the Strengthening Families framework of protective factors to surround these families and children with a system of supports designed to build resilience and assist families in mitigating the negative effects of toxic stress. Known as Kentucky Strengthening Families, a statewide group of agencies, private business and early care and education programs began to develop a plan to implement Strengthening Families in nearly all programs that serve high needs families.

The workgroup has identified four phases of implementation: 1. Public Awareness; 2. Training of Trainers; 3. Integration into Existing Programs; and 4. Evaluation. A major milestone was met in year one of the plan with the development of public awareness materials and the Train the Trainer (TOT) program. With a collaborative effort between the Governor's Office of Early Childhood, the Department for Public Health and the Kentucky Strengthening Families Training and Technical Assistance workgroup, one TOT sessions were held in 2014. Now more than 45 individuals are able to deliver the Kentucky Strengthening Families overview training to state agencies, Head Start, State Funded Pre-K programs and community based childcare. As part of a statewide public awareness campaign, the Strengthening Families coordinator worked with the Leadership Team to distribute 1,879 brochures on Kentucky Strengthening Families and 350 one page informational sheets. One hundred and fifty people have signed up for the Strengthening Families email list and 33 presentations have been given on Kentucky Strengthening Families in the first year of the grant. Workgroups continue to work on systems integration and evaluation.

LESSONS LEARNED

Multiple state agencies, stakeholder groups and state and local organizations have worked over decades to strengthen early learning and development programs and provide additional supports to families so that more children arrive at kindergarten ready to grow, ready to learn and ready to succeed in school and life. The state's high quality plan for the Race to the Top Early Learning Challenge competition represents an extension of our

ongoing work in the Commonwealth. Because the state plan builds upon the success of previous generations many of the projects represent ongoing work of state agencies and community organizations alike.

Lesson 1 - Data driven decision making is critical to success. Even before Kentucky received notification that their Race to the Top Early Learning Challenge application was going to be supported with funding, the state moved to implement a common kindergarten entry screener so that state agencies and local communities alike would have data that reported on how many children arrived at the kindergarten door ready to succeed in school. Regulation 704 KAR 5:070 established the use of the Brigance® Kindergarten Entry Screener in all of Kentucky's 173 school districts. In 2014, 98 percent of the state's incoming Kindergartners were screened. These results were reported to the Kentucky Department of Education (KDE) and aggregated into a statewide report that was available through school districts and KDE's website. However, data without context can sometimes be hard to understand. Therefore, during the 2013 pilot of the Kindergarten Entry Screener, the Governor's Office of Early Childhood partnered with the Department of Education, the Cabinet for Health and Family Services, the Data Subcommittee of the Early Childhood Advisory Council and the Kentucky Center for Economic and Workforce Statistics to develop the Early Childhood Profiles. The profiles provided communities with a one page (front and back) snapshot of the results of the Kindergarten Entry Screen as well as other related early childhood data. The profiles detailed the number of children living in poverty, the number of children enrolled in programs like Head Start and the State Funded Pre-K program, data on health related programs, information on professional development of educators, and the number of early learning and development programs in the STARS rating system. Every section of the profiles provided analysis designed to give communities with actionable intelligence on the state of their early childhood programs and systems. "We believe that what gets measured gets done," said Terry Tolan, executive director of the Governor's Office of Early Childhood. "It is our hope that this compilation of data will create local dialogue and inform local action to improve early childhood outcomes." In 2014, the profiles were distributed through the state's network of Community Early Childhood Councils (CECCs), local volunteer groups that convene community stakeholders and advocates, and were used to identify and address barriers to kindergarten readiness and access to programs and services. Wide dissemination of actionable data at the state and local level presented the overall goal (more high needs children in high quality early learning and development programs) of Kentucky's race to the top plan in a way that promoted unity of efforts by all participating agencies.

Lesson 2 - Understanding the time requirements and complexity of RTT-ELC promotes deliberate planning. Because Kentucky received support for the RTT-ELC plan in the third round of the competition, the state has benefited from the others that came before. In nearly all instances, the lessons learned from other RTT-ELC winners was that the scope and complexity of the RTT-ELC initiatives are wide and require engagement from multiple stakeholders, state agencies or departments. Unlike some previous winners, Kentucky does not have a single cabinet or department that coordinates all early learning and development programs. For example, the state's subsidy program is administered by the Division of Childcare in the Cabinet for Health and Family services whereas the State Funded Pre-K program is administered by the Department of Education. It is therefore necessary for a high degree of coordination and collaboration to occur in aspects of the work that require cross-cabinet participation. This effort can be challenging, as each participating agency may have competing interests and any number of high priority projects to accomplish. In order to facilitate the required level of collaboration, the convening agency must very deliberately and intentionally plan in order to achieve the desired outcome. A second lesson learned from other states that certainly applies to Kentucky's implementation is that RTT-ELC work requires significant dedicated staff support. Because of the complexity of the work and the aggressive time constraints, it can be beyond a participating state agency's capacity to meet all timelines, milestones and deliverables without additional resources. As outlined in Kentucky's plan, the state would add additional staff

members to the Governor's Office of Early Childhood, the Division of Childcare, the Division of Family Resource and Youth Service Centers and the Department of Education to deliver direct staff support and project management of RTT-ELC deliverables. The on-boarding of new staff took longer to complete than originally anticipated.

Lesson 3 - Communication to Participating State Agencies and statewide leadership builds support. In many regards, Kentucky has benefited from wide consensus regarding the importance of early childhood development. Indeed, comments from reviewers of the state's high quality plan included observations that Kentucky had among the strongest Memoranda of Understanding and dedication between multiple Cabinets of State Government. So too Governor Beshear has made increasing investment in early childhood education a top priority of both his terms. Given this level of support, it is critical to continually and deliberately communicate progress and challenges to State Participating Agencies and leadership alike. The Race to the Top Early Learning Challenge competition is truly a reform agenda that challenges state and local leaders to think innovatively to strengthen the statewide early childhood system. Clear and open lines of communication help keep stakeholders and leaders involved in the work and raise the visibility on state and local levels.

CHALLENGES AND STRATEGIES TO ADDRESS CHALLENGES

As in other states that received Race to the Top - Early Learning Challenge award, implementation of Kentucky's plan requires highly coordinated efforts of three cabinets of state government and a number of other volunteer, public and private organizations. For the implementation efforts in 2014 the state has faced three major challenges:

1. Mobilization of multiple state and local organizations is complex and requires much time and effort. Aligning participating state agencies' priorities with volunteer efforts and local organizations is difficult and time intensive. The Governor's Office of Early Childhood, along with the Cabinet for Health and Family Services, the Department of Education and the Education Workforce and Development Cabinet must balance the objectives of the state's RTT-ELC plan with many other priorities. Ensuring that efforts remain focused and that deliverables are met requires effective communications and collaborations from all agencies involved. In 2014, beginning in the third quarter, the GOEC has provided quarterly reports to the Governor, Cabinet Secretaries, and the Education Commissioner giving an overview of progress and challenges during the quarter. These have helped to maintain an open dialogue with leadership. In addition, we have learned the importance of communicating with leadership early when unanticipated barriers to progress arise.
2. As detailed above, the state plan outlined the addition of personnel that would be dedicated resources to the RTT-ELC work. Through the first year several full time positions were added to departments of state governments and partner agencies. However, this large addition to the workforce has proceeded more slowly than anticipated. Recruitment of highly qualified candidates and the efforts required to place them in their positions are subject to individual agency policies and procedures. This resulted in some schedule slip for on-boarding personnel. Most state project personnel had been hired by the end of 2014. The hiring of contracted personnel for field implementation of Project 2 were delayed due to implementation delays detailed in challenge.
3. Substantial unanticipated delays have occurred in Project 2: Redesign of the TQRIS. Because an evaluation of the Kentucky TQRIS had been completed in 2011 and work had begun on improving the existing TQRIS almost immediately after, the GOEC believed that final preparation of the TQRIS would happen fairly quickly and new standards would be completed and ready to pilot by the end of 2014. But

even with broad consensus on what standards constituted quality in early childhood programs, the construction of tiers and measurements has been long and arduous. Consequently, completion of the differential tiered “Standards of Quality” by program type and piloting have been delayed by approximately 6 months. Kentucky is, however, committed to our original timeline and scope of work and will achieve the originally anticipated milestones of implementation by the end of 2015.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The Governor's Office of Early Childhood (GOEC) with the guidance of the Early Childhood Advisory Council (ECAC) is the lead agency for Kentucky's Race to the Top Early Learning Challenge grant. The GOEC makes recommendations and decisions which cut across the participating state agencies with respect to overall strategy, implementation and changes to the plan, as well as ongoing budgeting for initiatives undertaken pursuant to the grant. The GOEC proactively seeks input of leaders and key staff of participating state agencies, from relevant cabinet secretaries and the Commissioner of Education, and from members of the Early Childhood Advisory Council to inform decisions.

In 2009, Governor Beshear established by executive order the Early Childhood Advisory Council (ECAC). As the state advisory council for Kentucky, the ECAC provides guidance and direction to the GOEC and includes diverse and representative membership. The ECAC brings together the views and voices of all relevant participating state agency stakeholders. The ECAC ensures our continuing focus on all children; they work with us to ensure each child in Kentucky is, as our definition says, Ready to Grow, Ready to Learn, and Ready to Succeed. The ECAC also serves as the reporting link for the State's Interagency Coordinating Council for part C of IDEA, which will provide the Executive Director of the Advisory Council with advice and assistance on the administration of part C of IDEA pursuant to federal regulations. Additionally, Kentucky's Cabinets for Health and Family Services and Education and Workforce Development, and the Kentucky Department of Education also participate in the governance structure for KY All STARS; each of their respective leaders serve on the Early Childhood Advisory Council as fully participating members.

As the GOEC has worked to implement KY All STARS and its reform measures, participating Cabinet Secretaries have made decisions for their agencies after considering input from the GOEC and other agencies, as necessary. When a particular implementation activity or plan adjustment decision does not directly involve another participating cabinet agency, the relevant Cabinet Secretary makes that decision. The Program Manager of KY All STARS regularly meets with the leadership of all participating state agencies, as well as meeting on an as needed basis when an issue arises. Consensus has been the nature of our work historically and when a consensus within or between participating cabinet-level agencies cannot be reached regarding how to proceed, we defer to the Secretary of the Governor's Executive Cabinet, the highest appointed position in the executive branch, for a decision.

Formal meetings of the Early Childhood Advisory Council are held quarterly and will continue to be the primary venue for when and how the State will involve representatives on overall implementation and governance issues. However, each representative group works with participants and programs that include early childhood educators (or their representatives), parents and families (including parents and families of children with high needs), and other stakeholders in the planning and implementation of activities. The Executive Director of the Governor's Office of Early Childhood, the Secretaries leading the Cabinets for Health and Family Services and

Education and Workforce Development, and the Commissioner of Education all serve on the Early Childhood Advisory Council. Each of these agencies and their leaders actively participated in the development of the KY All STARS plan and are strongly committed to its implementation.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Key organizational elements, supports, and needed commitments to successfully implement KY All STARS are in place. This requires a high degree of coordination and collaboration at the state and local level. The KY All STARS plan is divided into seven separate projects that are supported by a wide variety of stakeholders, including state agencies, local agencies, private businesses, volunteers and local early childhood advocates. The following section details how each project is supported by these stakeholder groups.

Project 1 Grants Management - This project details how the Governor's Office of Early Childhood (GOEC) will provide administration and oversight on all other aspects of the RTT-ELC grant activity. This includes the hiring of staff housed in the GOEC, communications to statewide stakeholders, and overall monitoring of budget and fiscal activities. As a result, this project requires input from a number of different state agencies that cross cabinets and include the Governor's Office, Kentucky Department of Education, Cabinet for Health and Family Services (Division of Childcare and Division of Family Resource and Youth Service Centers), and the Cabinet for Education and Workforce Development. Each agency has provided the GOEC with monthly updates on progress toward goals and deliverables of the grant and fiscal operations. Recommendations for communications are also provided by subcommittees of the Early Childhood Advisory Council (ECAC). Members of the subcommittee review recommendations and widely distribute approved material through their networks to reach the maximum number of recipients.

Project 2 Redesigning the Tiered Quality Rating Improvement System - The largest of the KY All STARS projects is the work to redesign the Tiered Quality Rating and Improvement System (TQRIS). Kentucky has operated a TQRIS statewide since 2001 called STARS for KIDS NOW (STARS). STARS is voluntary for licensed programs in the state and provides incentives and technical assistance for early learning and development programs to improve their overall quality. STARS excludes school-based programs. As detailed in the KY All STARS plan, the rating system will be expanded to include all early learning and development programs to include State Funded Pre-K, Head Start, and community based child care. The new inclusive system will be a "hybrid" system with a maximum of five stars and will include a robust system of incentives and supports to encourage participating programs to seek opportunities for continuous improvement. The work to redesign the current STARS rating system falls mainly to three separate state agencies that are directly supported by a stakeholder group that represent a statewide body of early childhood service providers, advocates and experts. The STARS Redesign Workgroup is a Subcommittee of the Early Childhood Advisory Council (ECAC) and has representatives from state partners and local stakeholder groups:

- The Governor's Office of Early Childhood
- Kentucky Department of Education
- Division of Child Care
- Head Start grantees
- School Districts

- Regional Training Centers
- Department for Public Health
- Community Based Childcare providers
- Home Based Childcare Providers
- STARS Raters
- Child Care Resource and Referral Agencies
- Childcare Aware
- Metro United Way

In 2014 the Redesign Workgroup continued its work with state agencies to develop the quality standards for the expanded STARS system. The Redesign Workgroup met 5 times to provide recommendations to the Governor's Office of Early Childhood, the Division of Child Care and the Department of Education on Standards of Quality, alternate pathways for Head Start and State-Funded Pre-K, as well as recommendations for the pilot of the new system. The All STARS implementation team representing the Division of Childcare, the Department of Education and the GOEC met at least monthly during 2014.

Project 3 Early Childhood Standards - Kentucky initially developed the State's Early Childhood Standards in 2003 and since has widely disseminated and promoted their use in all early learning and development programs. As detailed in the KY All STARS plan, the state will utilize funds to develop a series of online modules that provide an overview of the Early Childhood Standards. The primary audience for these modules will be the early learning and development programs that will be newly included in the TQRIS as a result of its expansion. The goal is to provide programs with an overview of how the Standards are organized and how they can be used to individualize learning in programs so that all needs of all children are met. The course is approved to apply as credit for state licensing and TQRIS requirements and is free of charge. The training represents a collaborative effort between many different groups and agencies. First, the content was developed by a statewide group of professional learning experts represented on the ECACs Professional Development workgroup. These individuals included credentialed trainers from State Funded Pre-K, Head Start and agencies that provide training to community based child care. Once the content was developed, the members of the workgroup, with project support from the GOEC, contracted with Kentucky Educational Television (KET) to develop the training as an online offering. KET worked closely with the members of the workgroup and the GOEC to gather requirements, design the training, and shoot video at programs that have adopted best practices on using the Early Childhood Standards. The training went live on December 31, 2014 and is housed on the KET website. Based on previous experience, we anticipate that the training will be widely used in 2015.

Project 4 United Way Born Learning Academies - The United Way Born Learning Academy is a unique program that provides training to families to help them make every moment of a young child's life a learning moment. Comprised of six learning sessions, the Academies are hosted by schools where children will likely attend kindergarten. The effort to create and fund United Way Born Learning Academies is truly a collaborative effort between state agencies, the United Way and private business. Initial funding for the Academies was part of a \$1 million investment from Toyota Manufacturing of Kentucky. The curriculum for the Academies was developed in a partnership with Northern Kentucky University and United Way of Greater Cincinnati. The training for Toyota grantees was provided by the United Way of Kentucky. Kentucky's RTT-ELC plan will supplement the Toyota funding to add an additional 150 United Way Born Learning Academies across the State. The plan also calls for administration of the program (including training and technical assistance) to be migrated from the United Way of Kentucky to the Division of Family Resource and Youth Service Centers (FRYSC) by the end of the grant period to assure long-term sustainability. In 2014, 24 RTT-ELC United Way Born Learning Academy awards were given

to school districts, with another 26 planned to be awarded by the end of March 2015. Each school received a \$5600 cash award (a total of \$144,000) to build capacity and encourage engagement of families in their early learning and development program. FRYSC staff support, training, data collection and other expenses were also paid with RTT-ELC funds.

Project 5 Kentucky Strengthening Families - Perhaps the best example of how KY All STARS seeks a wide range of stakeholder input is the plan to integrate the Strengthening Families Framework of into a wide variety of public programs and early learning and development programs. Kentucky's unique approach requires knowledge of and promotion of protective factors across several cabinets and departments of state government as well as public and private programs. The Kentucky Strengthening Families Leadership team's work is focused on providing a framework for State and local agencies to integrate the use of protective factors into their daily practice, providing families with opportunities to work together to build protective factors, and providing early care and learning programs with high quality training on how to integrate protective factors into their family engagement strategies. Members of the Leadership Team include:

- The Governor's Office of Early Childhood
- Department of Public Health, Division of Maternal and Child Health
- Cabinet for Health and Family Services, Office of Policy and Budget
- Children, Inc. (Child care provider)
- Department for Behavioral Health, Developmental and Intellectual Disabilities
- Department for Community Based Services, Division of Child Care
- Kentucky Department of Education
- Department for Community Based Services, Division for Protection and Permanency
- Department for Libraries and Archives
- Department for Medicaid Services and the Kentucky Children's Health Insurance Program (KCHIP)
- Division of Family Resource and Youth Service Centers
- Kentucky Chapter of the American Academy of Pediatrics
- Kentucky Commission for Children with Special Health Care Needs
- Kentucky Partnership for Families and Children, Inc.
- Metro United Way (Louisville)
- Prevent Child Abuse Kentucky
- Prichard Committee for Academic Excellence
- Berea College

The team has identified four phases of implementation: 1. Public Awareness; 2. Training of Trainers; 3. Integration into Existing Programs; and 4. Evaluation. In 2014, promotional materials were developed including an informational brochure and a traveling display. These items were used at 38 meetings and conferences. In addition, a template was developed for presentations at conferences and meetings. The Governor's Office of Early Childhood has added a Strengthening Families page to <http://kidsnow.ky.gov>. Another major milestone for 2014 was the development and delivery of the Train the Trainer (TOT) modules for Kentucky Strengthening Families. This material, developed in partnership with the Division of Maternal and Child Health, provides overview training for a variety of audiences including early learning and development programs and was designed for use in Head Start, State Funded Pre-K, child care and social services providers. The training is free and individuals that complete the training are authorized to conduct training with others in the early childhood

community. Authorized trainers are required to provide (at a minimum) three free trainings. 45 trainers completed the Kentucky Strengthening Families TOT program in 2014.

Project 6 Responsive Professional Development System and Unified Registry - The state will build upon the current system of professional development to create a system that is able to respond to state and local needs. Research and best practices indicate that when early childhood educators are given high quality opportunities to access professional learning and have the support of their leadership, classroom practices improve. This comes from deliberate exposure to training that has the highest chance to provide educators with the skills and knowledge to provide young children with developmentally appropriate learning environments. KY All STARS identifies six priority areas that programs should focus on in order to improve their quality and move to higher levels in the redesigned Tiered Quality Rating and Improvement System (TQRIS):

- Use of the Kentucky Early Childhood Standards
- Screening and assessment
- Environmental rating scales
- Strengthening Families Framework
- Adult-child interactions
- The expanded STARS quality rating system

This work has primarily been the task of the Professional Development Subcommittee of the Early Childhood Advisory Council (ECAC). The Subcommittee represents a diverse group of state and local stakeholders. Members include representatives from:

- The Governor's Office of Early Childhood
- Kentucky Department of Education
- Division of Childcare
- Kentucky Department of Libraries and Archives
- Department for Public Health
- Private childcare providers
- Head Start grantees
- Regional Training Centers
- Childcare Aware/Child Care Resource & Referral Agencies
- Kentucky Head Start Association
- Human Development Institute (University of Kentucky)
- School Districts
- Western Kentucky Training and Technical Assistance

Also part of the KY All STARS work plan is to unify the state's systems of records for professional development. Currently the state requires that licensed programs (which includes some Head Starts) enter the professional development of early childhood educators into the Early Care and Education Training Records System (ECE-TRIS). ECE-TRIS collects information on the number of hours of professional development taken and the level of the training and credentials of the trainer. School-based programs are also required to maintain a system to track professional development of State Funded Pre-K educators as well. However, the method of tracking can vary by school district. The Kentucky Department of Education encourages the use of the professional development module of the Continuous Instructional Improvement Technical System (CIITS). 119 school districts of Kentucky's 173 currently manage their preschool teacher qualifications in CIITS. The goal of the KY All STARS work is to 1) Promote more school-based participation in the CIITS system, and 2) Build an interface so that

records can be shared across systems. The Governor's Office of Early Childhood, acting as the project lead, has convened three meetings in the first year of the grant to begin this work. Eastern Kentucky University (developer of ECE-TRIS) will work in the second year of the grant with the Department of Education to run a pilot that will help gather requirements and identify development needed to facilitate sharing across systems. By unifying professional development records from the CIITS and ECE-TRIS systems the state will have data on what trainings are being accessed by the early childhood workforce. Analysis of the types of trainings available will assist the state in creating a plan to focus training on high priority topics.

Project 7 Expansion of the Longitudinal Data System (LDS) - Another great example of how the Commonwealth's RTT-ELC work is progressing with inclusion from a wide group of stakeholders is the work to expand the state's longitudinal data system. As detailed in later sections of this report, Kentucky has been a leader at integrating early childhood data as part of the LDS that spans from preschool, through the K-12 system and beyond to post-secondary. The work to further expand the LDS is part of a cross cabinet effort that involves recommendations from the Data Subcommittee of the Early Childhood Advisory Council. The members of the Data Subcommittee work closely with the Kentucky Center for Education and Workforce Statistics to provide input, review and recommendations for the Early Childhood Profiles and inclusion of new data sources. Committee members include representatives from: The Governor's Office of Early Childhood, The Cabinet for Health and Family Services, Kentucky Department of Education, Head Start Grantees, community based child care, Northern Kentucky University, Metro United Way, and the Prichard Committee for Academic Excellence. Significant milestones that were achieved in 2014 include:

- Completion of a Memorandum of Understanding between the Governor's Office of Early Childhood and the Kentucky Center for Economic Workforce Statistics
- Completion of an Memorandum of Understanding between the Kentucky Center for Economic Workforce Statistics and the Cabinet for Health and Family Services
- Inclusion of HANDS data (Kentucky's home visiting program)
- Inclusion of First Steps data (Kentucky's Part C early intervention program)

As detailed in the project descriptions above, Kentucky has made a deliberate effort to include as many stakeholders as possible when implementing the KY All STARS plan. This is also the case with the state's network of Community Early Childhood Councils (CECCs). CECCs were established in 2000 with the passage of HB 200.707, which provided funding for communities to convene public and private volunteers to address gaps in early childhood systems. CECCs can be comprised of many different agencies and businesses, but must have a representative from local community-based childcare, Head Start and the school districts. In the first year of this grant some CECCs supported the KY All STAR plan by providing high quality professional learning opportunities aligned with the priority areas, by supporting United Way Born Learning Academies, and by sending trainers to the Strengthening Families TOT. In 2015, the State has plans to modify the CECC Request for Application to further align CECC work with RTT-ELC initiatives.

Proposed Legislation, Policies, or Executive Orders

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

In Kentucky's RTT-ELC proposal, the Commonwealth committed that licensing requirements in the future would require all early learning and development programs including State Funded Pre-K and Head Starts to be part of the redesigned TQRIS system. In the 2014 legislative session, the GOEC, along with Governor Steve Beshear, proposed legislation that would make the TQRIS mandatory for all early learning and development programs. The bill passed through the House but was amended in the Senate Education committee and attracted an unfriendly amendment late in the legislative season.

In the fall of 2014, Governor Beshear asked that regulation be changed to reflect that all child care centers currently accepting CCDF funds must be in the TQRIS system. An emergency regulation was submitted in October. Emergency Regulation 922 KAR 2:160E Child Care Assistance Program Section 3 (3)(f). Technical Eligibility (effective 10/15/2014,) states: "Children who receive child care assistance funding are to be provided services by a program who participates in a quality rating program." Effective immediately, providers (including licensed Type I, Type II and family certified homes) must apply to be in the rating system when their licenses are renewed. On August 15, 2015 if a program is receiving CCDF funding, but is not rated under the TQRIS, that program will cease to receive funding. The Cabinet for Health and Family Services, Division of Child Care (DCC) is currently targeting licensed child care programs and certified family child care homes whose licensure date is fast approaching. In December 2014, DCC is ahead of schedule for encouraging programs to apply for a STARS rating. There is an exceptions process in place, tied to the family seeking care, i.e. if a center in a community is the only early learning and development program available to that family, but it is not a STARS rated facility, that family can seek an exception and receive CCAP funding for their child.

This regulation change will impact Kentucky's RTT-ELC implementation timeline. Unrated programs receiving CCAP will come into the legacy system and then will transition into the new TQRIS. KY All STARS planned to bring in centers that had never been rated at the end of 2016. With this new regulation, most of Kentucky's licensed child care centers will now be in the current TQRIS and will migrate into the new rating system. This means that KY All STARS will have more centers being rated throughout 2015 than initially proposed.

Participating State Agencies

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

Kentucky's four Participating State Agencies (PSAs) are continuing their participation and commitment to the RTT-ELC as stated in the application. Strong Memoranda of Understanding between the GOEC and state participating agencies were included in Kentucky's original RTT-ELC proposal and were updated to reflect specific Scopes of Work for each agency. Revised MOUs exist for the Governor's Office of Early Childhood, the Cabinet for Health and Family Services, the Kentucky Department of Education and the Cabinet for Education and Workforce Development.

Contracts that were previously held between the Cabinet for Health and Family Services and two state universities were modified to more accurately reflect budgeting and scopes of work. The University of Kentucky contract and the Eastern Kentucky University contract were revised to include quality coaches, coordinators and raters, and the integration of preschool teachers into the state training registry.

A contract was developed between KCEWS and GOEC to highlight the scope of work outlined in the original proposal and revised MOU submitted with the RTT-ELC Scope of Work documentation. A contract was developed between KET and GOEC to ensure delivery of the online modules on early childhood standards.

Upon approval of Kentucky's Scope of Work along with the revised MOUs, the GOEC established regular meetings between the leadership and professional staff of the PSAs. The GOEC leads a monthly meeting with Project Leads prior to the monthly call with the federal Project Officers to update the Scope of Work on an ongoing basis. Professional staff members from the GOEC were matched to liaise with any Project Leads identified outside the GOEC. The project lead is responsible for coordination, monitoring, reporting, and budgeting for their project.

High-Quality, Accountable Programs

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

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

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

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

The STARS Redesign Workgroup began their redesign work armed with a Child Trends evaluation, the results of a recent third party evaluation conducted by the University of Kentucky, and their collective experience as diverse early childhood community members. They spent several months reviewing the evaluations, considering best practices from other states, and reviewing measurement scales. In March 2013, the Workgroup reached agreement on the principles which will be reflected in the new TQRIS:

- STARS will be a hybrid system with some blocks (lower level) and some weighted points (higher level)
- Licensing will be incorporated at 1 STAR
- The system will expand to a 5-STAR system
- STARS will promote continuous improvement
- It will provide differentiated pathways to quality for all programs, eliminating specific barriers to higher star levels for high-quality programs serving small numbers
- It will include professional development across all areas
- STARS will include classroom interaction, robust family engagement, screening and assessment
- The curriculum section will be enhanced to explicitly align with the Kentucky Early Childhood Standards

In addition, the STARS Redesign Workgroup has linked its work to program standards reflected within Kentucky's RTT-ELC proposal. Each is already included in our rating of quality early learning and development programs or will be part of our high-quality plan for expansion of the STARS rating system.

- Early Learning and Development Standards. The STARS tiers have their foundation in Kentucky's Early Childhood Standards, initially developed in 2003 and revised in 2013 to better align with the approved kindergarten readiness definition and Kentucky's acceptance and implementation of the Common Core Standards in English/Language Arts and Mathematics. The Early Childhood Standards align to the instructional standards of public K-12 schools in Kentucky - specifically, the Kentucky Core Academic Standards for Kindergarten. The current TQRIS was developed before the release of the Kentucky Early Childhood Standards. Consequently, even though they currently align with the TQRIS rating system and Professional Development Framework, they are not explicit. In the new TQRIS, lower levels of the system will require overview training on the Early Childhood Standards for all staff. Our free online

module was launched in December 2014. At higher levels, programs will show assessment data to support use of Standards in lesson plans.

- **Comprehensive Assessment System.** Kentucky currently has a Comprehensive Assessment Guide (CAG) and list of assessments approved for use by State Funded Pre-K, childcare, etc. All approved assessments have been aligned with the Kentucky Early Childhood Standards. The current TQRIS does not require programs to screen or assess children, although they have been encouraged and trained (by CECCs and others) to do so. Many high quality programs currently do screening and assessment. In the new TQRIS, at the lower levels educators will receive training on the use/importance of childhood assessment, referral and screening. At STARS level 2 and 3, we will require screening; and at STARS level 4 and 5, we will move to screening and continuous, ongoing childhood developmental assessment. During the pilot in 2015, we will identify community partnerships that might increase providers' access to training being conducted by school districts for their preschool programs and with Head Start programs.
- **Early Childhood Educator Qualifications.** In our annual Third Party Evaluation of the STARS rating system, Early Childhood education levels and years of experience teaching young children have consistently been associated with positive child outcomes in our 3 and 4 STARS programs. Therefore, improving the quality of the workforce continues to be a priority that will be reflected in our revised program standards. Our emphasis on professional development, scholarships and systems of supports to early childhood educators will be expanded and marketed to reach all eligible educators. Already Kentucky has in place scholarship programs for childcare personnel seeking credentials. The new TQRIS will continue to address staff education and professional development, with emphasis on those areas where additional knowledge and capacity is needed, especially with regard to the six priority topics that Kentucky identified in our original RTT-ELC proposal. Programs utilize tools to identify opportunities to target professional development opportunities for Early Childhood Educators.
- **Family Engagement Strategies.** There are many agencies and organizations that support low-income families in Kentucky communities, but the early learning and development program is the one constant, recurring support for low-income families with children. The current TQRIS does include family engagement strategies which are activity focused. The STARS Redesign Workgroup has reviewed a number of models in its search for more outcome-based parent engagement measures. They have endorsed the Strengthening Families Framework for building Protective Factors as the unifying concept for early learning environments. Working with twelve state agencies and five private agencies, Kentucky has adopted the "Strengthening Families" Framework. In the TQRIS, programs will provide professional learning on Strengthening Families, assess their own supports, and develop a plan at the lower rating categories.
- **Health promotion practices.** Program standards reflect health-related and environmental standards critical to ensuring that all children are healthy and ready to learn. Licensing of childcare programs represent the minimum standard for health and safety. In addition, all childcare providers receive training in health and safety practices. In the redesigned STARS rating system, participants will be able to receive points for specializing around recognized needs. Preschool and Head Start both have required health promotion practices.
- **Effective Data Practices.** The current system does not require use of data. Data sharing will be part of the redesigned STARS rating system, with lower levels requiring data sharing with families and community partners; upper levels will award points for sharing data with state and local early childhood

systems. All child care staff are required to put their professional development data into the ECE-TRIS Professional Development Registry according to current regulation. Schools based programs collect data on professional development but are not required to record it in any one system. Kentucky is currently working on a seamless professional development registry with plans to pilot interfaces in early 2015. We anticipate screening will be required at lower levels of the redesigned STARS rating system which will inform individualized instruction and continuous improvement plans for the program. Programs will also be monitored on how they share data with families to inform on child progress and extend learning into the home.

In the redesign of the STARS quality rating and improvement system, Kentucky has further committed that these Standards shall apply across all program types including public, private and home-based. However, because of the diversity in the types of early learning and development programs, Kentucky recognizes the indicators for quality for each standard will need to be adapted to each program type.

Kentucky's plan to redesign the current STARS rating system includes two distinct phases. The first phase, consisting of the first year of the project, is the Planning Phase. The STARS Redesign Workgroup is working to develop the rating indicators necessary to monitor all of the public, private and home-based environments that will be included in the new rating system. As noted above, we anticipated Kentucky would need to develop several different rating "grids" for the various early learning and development environments. This strategy is aligned with the State's desire to maintain maximum flexibility to offer families and communities. The work on Kentucky's redesigned STARS quality rating and improvement system progressed somewhat more slowly than expected in 2014. Because an evaluation of the Kentucky TQRIS had been completed in 2011 and work had begun on improving the existing TQRIS almost immediately after, the GOEC believed that final preparation of the TQRIS would happen fairly quickly and new standards would be completed and ready to pilot by the end of 2014. But even with broad consensus on what standards constituted quality in early childhood programs, the construction of tiers and measurements has been long and arduous. Consequently, completion of the differential tiered "Standards of Quality" by program type and piloting have been delayed by approximately 6 months. Kentucky is, however, committed to our original timeline and scope of work and will achieve the originally anticipated milestone of implementation by the end of 2015.

In the fall of 2014, as part of the KY All STARS plan, the Division of Childcare (DCC) modified their existing contract with the University of Kentucky to bring in national experts to provide feedback on the work that had been completed to date and to assist in finalizing the criteria and measurement for the new TQRIS. The services of Deborah Cassidy, Rena Hallam and Child Trends have been secured to help Kentucky focus their standards of quality for the expanded TQRIS, identify the most meaningful indicators with program so that they accurately demonstrate their quality, assist in the development of the weighting of the proposed hybrid point system and help the state gather data to evaluate the expanded system.

During the first year it was planned that Kentucky's STARS Redesign Workgroup would design indicator grids for State Funded Pre-K, Head Start Locations (not in a public school location), Type I and Type II Licensed Centers, and Family Certified Homes. All of the grids will include all of the program standards explained above, however, the indicators used to denote quality levels of each Standard would differentiate by program type. Kentucky has since decided to first provide an overall program quality standards grid. This document has standards written in such a way that early learning and development programs, as well as families, can easily understand what a quality program looks like. From this overall grid, alternate pathways for each program type will be created, taking into consideration the different indicators that will be measured in each program type. These alternate

pathways will be created from subgroups based on program type, out of the STARS Redesign Workgroup. There will be separate grids for indicators or evidence.

One of the recommendations from the Child Trends evaluation in 2011 was that the STARS system become a hybrid system of measurement. That is, each level of quality will be differentiated between block levels and point-based levels. The lower levels would be block levels, wherein participants would have to meet all criteria in order to move to the next level of the quality rating. At the higher levels, an accumulation of points would move participants to higher ratings. The STARS Redesign Workgroup has moved forward with this original concept as proposed in Kentucky's RTT-ELC grant and is developing an overall program quality standards grid based on this principle.

As mentioned above, Kentucky's plan to redesign the current STARS rating system included two distinct phases. During Phase Two, Kentucky will conduct a pilot with early learning and development programs. During this time the STARS Redesign Workgroup will work with the pilot programs to ensure that the tiers meaningfully differentiate levels of program quality, and to identify challenges, gaps and barriers in the new standards. The second phase of the pilot will include an evaluation period in which it is anticipated the grids would be altered and updated to reflect lessons learned during the pilot. When Kentucky submitted its Scope of Work in March 2014, the Pilot was slated to begin on January 1.

The last part of Kentucky's RTT-ELC proposal on the redesign of Kentucky's TQRIS was that the STARS Redesign Workgroup would design a roll-out plan for the newly designed system. However, as detailed in the sections above, Kentucky has moved forward to require that all programs that receive subsidy must be in a rating system. This meant that many programs that were not participating in the existing TQRIS would now be included in STARS for KIDS NOW. In the last quarter of 2014, additional planning began on the state's migration plan for programs moving into the new system.

The Governor's Office of Early Childhood is also coordinating with the Kentucky Department of Education and the Cabinet for Health and Family Services (CHFS) to coordinate training on the redesigned STARS system. Workgroups around this topic met in late 2014 to begin discussions on inter-rater reliability. Both agencies have long standing practices around getting their own raters reliable and along with the GOEC, all agencies agreed that the best strategy to achieve cross-cabinet inter-rater reliability would be to ensure that RTC Preschool Program Consultants should be reliable with STARS Anchors. Preliminary discussions indicate that STARS Anchors and Preschool Program Review Consultants will meet on an annual basis to ensure that the leadership are still inter-rater reliable. Because these top tiers of raters would be reliable, then those whom they supervise would also be reliable. This work will continue in the second year of the grant.

Kentucky also committed that the roll-out plan of the redesigned STARS system would include a public awareness campaign to inform parents, families and communities about the details of the new system. This campaign will be designed through the GOEC, in partnership with KDE and CHFS. Kentucky participated in the ELC-TA sponsored peer learning exchange around communications in Kansas City in December 2014. Kentucky heard meaningful examples of work from other RTT-ELC grantees and is poised to begin developing this campaign, which will be multi-part based on message, audience and timing. Development of this plan will begin in early 2015.

The current STARS for KIDS NOW rating system includes four domains. The redesign of the existing STARS rating system will move to a Domain and Sub-domain system and will include all of the Program Standards required in RTT-ELC. Each domain and sub-domain will include specific standards that clearly demonstrate higher levels of quality as programs intentionally move from 1 STARS to 5 STARS. Programs rated under the new hybrid TQRIS

will begin the progression to higher quality with Licensing as the foundational level. Programs that meet the state licensing standards will rate as 1 STARS. Level 2 and 3 will be block - meaning a program must meet all of the stated requirements to achieve that rating. Levels 4 and 5 will be earned through a weighted point system. The STARS rating system would include differentiated requirements for licensed programs, for public preschool classrooms, and for Head Start. Registered providers will also receive a pathway to quality and extensive technical assistance.

In the 2014 legislative session, the Governor's Office of Early Childhood approached the Kentucky General Assembly to require all providers of early learning and development regardless of type participate in the STARS rating system. This bill was filed and passed the House, but did not pass through the Senate because an unfriendly amendment was attached late in the legislative session.

Promoting Participation in the TQRIS (Section B(2) of Application)

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

The Governor's Office of Early Childhood maximizes partnerships to increase engagement of targeted groups. Our high-quality plan to redesign and implement a high-quality TQRIS is dependent upon the tremendous outreach capacity of partner agencies throughout the state, as further outlined below.

Currently in Kentucky the STARS rating system is a voluntary system. The voluntary classification resides in Kentucky statute. In order for Kentucky's vision to become reality, that statute will require revision. In the first year of KY All STARS, the Governor's Office of Early Childhood worked with the Governor's Office and the Kentucky General Assembly to make the appropriate alterations to the statute. In the 2014 legislative session, the GOEC along with Governor Steve Beshear proposed legislation that would make the TQRIS mandatory for all early learning and development programs. The bill passed through the House but was killed in the Senate Education committee due to an unfriendly amendment that was added late in the legislative season.

In the fall of 2014, Governor Beshear asked that regulations be changed to require all child care centers currently accepting CCDF funds to be in the TQRIS system. An emergency regulation was submitted in October. Emergency Regulation 922 KAR 2:160E Child Care Assistance Program Section 3 (3)(f). Technical Eligibility (effective 10/15/2014,) states: "Children who receive child care assistance funding are to be provided services by a program who participates in a quality rating program." Effective immediately, as a center's licensure date comes up, that center is required to apply to be rated under Kentucky's current TQRIS. On August 15, 2015 if a program receiving CCDF funding is not rated under the current TQRIS, that program will cease to receive funding. As of December 2014, DCC is ahead of schedule for encouraging centers to apply for a STARS rating. There is an exceptions process in place, tied to the family seeking care, i.e. if a center in a community is the only early learning and development program available to that family, but it is not a STARS rated facility, that family can seek an exception and receive CCAP funding for their child.

This regulation change will impact Kentucky's RTT-ELC implementation timeline in that the KY All STARS plan was to bring unrated programs into the redesigned STARS rating system and these unrated CCDF programs will be brought first into the legacy system. The KY All STARS planned to bring in centers that were currently in the rating system at the beginning of 2016 and centers that had never been rated at the end of 2016. With this new regulation, most of Kentucky's licensed child care centers will now be in the current TQRIS and will migrate into the new rating system. This means that KY All STARS will have more centers being rated throughout 2015 than initially proposed.

As stated earlier in this APR, Governor Steve Beshear already ensured that early learning and development programs seeking CCDF funding must now be rated in the current STARS system by the end of 2015. Kentucky plans to take this one step further. Subsidy reimbursements will be tiered based on the level of quality that a program has achieved. This newly designed reimbursement system will be tiered according to the STARS rating, with the differentials in reimbursements being based on the level of quality. The current system reimburses based on individual indicators of quality not the STARS rating itself and may even benefit unrated programs, until the mandate from Governor Beshear is in full effect.

There is also commitment in Kentucky that programs offering services to Infants and Toddlers will be compensated at a higher rate to ensure access to families with children with high needs seeking infant/toddler

services. This plan will provide additional incentives for programs that progress to the next level of quality. This combined with Kentucky's commitment to keeping co-payments low, results in families with high needs having affordable access to higher quality care.

Our high quality plan to expand our existing quality tiered rating and improvement system STARS will move licensed early learning and development programs to our TQRIS program by making participation mandatory. Further, all early learning and development programs caring for two or more non-related children - including public preschool and Head Start - will be required under a revised statute to become licensed. As indicated in table (B)(2)(c), we will move from just 42 percent of our early learning and development programs participating in the voluntary system to 100 percent under the redesigned STARS rating system which will be mandatory.

Kentucky has a commitment to improve quality in all early learning and development programs but also to ensure that quality rating and licensing information is provided to families. The message of KY All STARS will reach families through a diversified marketing campaign that includes traditional and non-traditional communication avenues. The Early Childhood Advisory Council will work with state marketing professionals to complete the branding of KY All STARS and then design a campaign to tell families all about the STARS rating system. This will include, at a minimum, the following:

- Rating signage. Signage will include elements of the overall brand and will clearly display the number of stars achieved in the rating system. Just as the rating system will be mandatory for all, the posting of STARS signage will be required. Materials will be forwarded to each early care facility with clear posting instructions and will be updated annually to ensure all programs are posting the appropriate rating.
- Partner support. The Department for Community Based Services (DCBS) will also help us market the redesigned rating system to parents. The DCBS has locations in each Kentucky County and coordinates support services for low-income families. The DCBS will become a key distribution point for information on the rating system, answering questions and referring parents as needed to KY All STARS program staff.
- Social media. We will communicate via social media on a number of fronts, including but not limited to: e-messaging, Facebook, twitter and also possible strategies like implementing QR codes, phone lines or a blog focused on parents and families.

Family awareness and understanding of Kentucky All Stars will, we believe, provide additional incentives for programs to participate in the rating system.

Performance Measure (B)(2)(c)

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

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

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	-	0.00%	-	0.00%	570	100.00%	570	100.00%	570	100.00%
Early Head Start & Head Start ¹	136	69.00%	136	69.00%	136	69.00%	197	100.00%	197	100.00%
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	632	42.00%	632	42.00%	632	42.00%	1,493	100.00%	2,021	100.00%
Other 1	632	42.00%	632	42.00%	632	42.00%	1,493	100.00%	1,493	100.00%
Describe:	Child Care Licensed (Breakout 1 of CCDF)									
Other 2	-	0.00%	-	0.00%	-	0.00%	-	0.00%	528	100.00%
Describe:	Child Care Registered (Breakout 2 of CCDF)									
Other 3	121	27.00%	121	27.00%	121	27.00%	451	100.00%	451	100.00%
Describe:	Child Care Licensed (Not receiving CCDF funds)									
Other 4	95	18.00%	95	18.00%	95	18.00%	519	100.00%	519	100.00%
Describe:	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)									
Other 5	984	26.00%	984	26.00%	1,554	41.00%	3,758	100.00%	3,758	100.00%
Describe:	Total of All Early Learning and Development Programs									

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

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	570	-	0.00%	-	-	0.00%			
Specify:	State-funded Preschool								
Early Head Start & Head Start ¹	197	136	69.00%	-	-	0.00%			
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	-	-	0.00%	-	-	0.00%			
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%			
Programs receiving from CCDF funds	2,021	632	42.00%	-	-	0.00%			
Other 1	1,493	632	42.00%	-	-	0.00%			
Describe:	Child Care Licensed (Breakout 1 of CCDF)								
Other 2	528	-	0.00%	-	-	0.00%			
Describe:	Child Care Registered (Breakout 2 of CCDF)								
Other 3	451	121	27.00%	-	-	0.00%			
Describe:	Child Care Licensed (Not receiving CCDF funds)								
Other 4	519	95	18.00%	-	-	0.00%			
Describe:	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)								
Other 5	3,758	984	26.00%	-	-	0.00%			
Describe:	Total of All Early Learning and Development Programs								

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

Actuals Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
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 1						
Describe:	Child Care Licensed (Breakout 1 of CCDF)					
Other 2						
Describe:	Child Care Registered (Breakout 2 of CCDF)					
Other 3						
Describe:	Child Care Licensed (Not receiving CCDF funds)					
Other 4						
Describe:	Child Care Certified (includes programs receiving CCDF and not receiving CCDF)					
Other 5						
Describe:	Total of All Early Learning and Development Programs					

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

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

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

Baseline data are actual. Methodology used to collect the data included: data pull from the KICCS Active Provider Directory, data pull from the Kentucky Department of Education and comparison data with the Head Start State Collaboration Office. The first year of the grant Kentucky is redesigning the TQRIS. Migration from the current system will begin in year 2 of the grant.

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

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

Note: Year one activities included redesign of Kentucky's current TQRIS. During this phase the State has continued to operate the current system (STARS for KIDS Now). No data was reported in table B(2)(c) for year one because the new system is in the process of being designed.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Kentucky has multiple systems to monitor Early Learning and Development Programs and ensure programs meet a minimum set of requirements, whether that is licensing child care, certification or regulation. Child care programs must meet licensing requirements, public preschool are required to undergo the Preschool Program Review (P2R) process and Head Start follows a federally managed monitoring system. All monitored programs use valid, reliable measures of environmental quality, including the Early Childhood Environment Rating Scale-revised, or ECERS. For licensed child care programs participating in STARS, similar tools are also used (and vary for different age groups of children and program types) to rate these programs. STARS rating information is currently available publicly through the STARS website. In October 2011 the Division of Child Care released a new online tool that was designed to improve the interface of the system where parents can search for child care in their area. The result was an easy to use interface where parents could quickly access child care options.

The STARS system uses multiple valid and reliable observational tools for monitoring programs, trained monitors with high levels of inter-rater reliability, and at a frequency depending on which tier a program is rated. In short, Kentucky has more than fourteen years of experience administering a system that produces valid and reliable results from valid and reliable tools. Kentucky has a commitment to utilize valid and reliable tools that accurately rate Early Learning and Development environments. In addition, it is anticipated that the new system will recognize programs that utilize tools to rate the quality of adult child interaction. Kentucky's will continue to use valid and reliable tools for the redesigned TQRIS.

As noted above, the current STARS system utilizes the Environmental Rating Scales as the measure for environmental quality. The Division of Child Care contracts with the University of Kentucky to employ approximately 24 STARS Quality Coordinators designated to provide technical assistance to those wishing to enter the STARS program. Also, 10 STARS Raters are employed to conduct the actual rating visit for a "score". An

additional 4 staff identified as STARS anchors are charged with ensuring reliability on the Environmental Rating Scales across the technical assistance staff and the 10 STARS raters. Kentucky's Scope of Work highlights two rounds of hiring that will follow these same definitions, as part of the contract with the University of Kentucky, to implement the redesigned STARS rating system with fidelity on a statewide scale.

The reliability for Raters and STARS Quality Coordinators (SQC) are the same. Once hired, the employee must complete inter-rater reliability (IRR) with a STARS anchor until he/she has reached 90% reliability across three of the four scales. This process is part of the reliability plan for each scale (ITERS, ECERS, SACERS, and FDCERS). At that point, different scales are used quarterly for IRR and the 85 percent reliability must be maintained. If an employee falls below a reliability of 85 percent, they must go through a training plan and start the reliability over. The newly hired employees as part of Kentucky's RTT-ELC plan will follow this same process to achieve inter-rater reliability.

Environmental Ratings are conducted by the state on a frequency mirroring the STARS level. For example, a four STARS center will receive a "state" ERS every 4 years.

Likewise the Kentucky Department of Education utilizes valid and reliable tools in the Preschool Program Review or P2R. The P2R is conducted by the Regional Training Center staff (RTCs). RTCs receive training and have become reliable in the use of the ECERS-R in order to evaluate the quality of State Funded Pre-K classrooms. The inter-rater reliability process for RTCs is very similar to that of the Raters and SQCs. Kentucky has five RTCs with two staff each and as part of RTT-ELC each RTC is gaining an employee who will also become inter-rater reliable. As part of the P2R monitoring visit, preschool classrooms are observed and rated. The ratings are shared with teachers and teacher leaders to establish a process that promotes continual improvement. All of Kentucky's 173 districts also utilize rating tools to conduct self evaluations outside the P2R process. Head Start programs are monitored every three years by federal teams to ensure that Head Start grantees are following the extensive Head Start Performance Standards. This process is called the Triennial Review Federal review teams conduct an exhaustive review of grantees from their fiscal practices, quality in classrooms, condition of facilities, staff and educator qualifications and more.

Kentucky will continue to ensure that individuals using the rating tools produce valid and reliable results. The Governor's Office of Early Childhood will work with the Division of Childcare and the Kentucky Department of Education to develop a plan that merges inter-rater reliability activities conducted by the two agencies. Workgroups around this topic met in late 2014 to begin discussions on inter rater reliability. All agencies were represented in these discussions and agreed that getting top levels of raters inter rater reliable would be the best method in showing reliability across all program types. Therefore, STARS Anchors and P2R RTC Consultants will meet on an annual basis to ensure that those who manage the raters will be inter-rater reliable. Because these top tiers of raters would be reliable, then those whom they supervise would also be reliable.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	

Number of tiers/levels in the State TQRIS
4

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	0	0	0	0	0	301	0
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	0	0

Optional Notes - State TQRIS Tiers/Levels

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

Data above reports movement in Kentucky's current TQRIS. Participation in the current system is voluntary for licensed programs only. School-based programs are exempt from participation. The increase in program participation is due in part to a regulatory change that requires provider participation in a TQRIS to be eligible to receive funding from the Child Care Assistance Program. As part of the Race to the Top Early Learning Challenge Grant, Kentucky is redesigning the rating system. The state does not currently track individual participant progress in STARS, the data is only available in aggregate. As part of the RTT-ELC plan the state will modify system to capture this information for the newly designed TQRIS.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Our commitment through KY All STARS is clear: we will provide high-quality early learning and development programs for all children in the Commonwealth, including children with high needs. Kentucky is ranked 48th out of 50 states in median household income and is 47th out of 50 states in the percentage of people over 25 who have completed high school. In addition, a greater proportion of children live in poverty in Kentucky (26 percent) than in all but six other states. More than half - 52 percent - of our children under 5 years of age live at 200 percent of the Federal poverty level. The bold commitment Kentucky made within our RTT-ELC proposal is that all subsidy payments will be tied directly to levels of Quality in the TQRIS. Subsidy payments are paid directly to the early learning and development program for those children who qualify based on the income level of the family served. Kentucky's plan is that tiered subsidy reimbursements will be based on the level of quality a program has achieved. This newly designed reimbursement system will be tiered according to the STARS rating system designed through the STARS Redesign Workgroup, with differentials in reimbursements based on the level of quality.

The current TQRIS has a system of supports and incentives which promote entry and improvement within the rating system. These supports and incentives come in the form of technical assistance, training, consultation, monetary awards, and regular monetary incentives. In addition, when instances of new funding opportunities come along - mini-grants, pilot projects, etc. - STARS-rated early learning and development programs always get first priority in the choice consideration. Following, we provide detail of the system of supports in place in the current STARS for KIDS NOW program to promote continual improvement; these are ongoing commitments that will be continued within our redesigned STARS.

- **Technical Assistance.** Technical assistance is provided to participants in the University of Kentucky's Quality Enhancement Initiative (QEI). Approximately 50 Stars Quality Coordinators are charged with

providing technical assistance to participants based on mutually agreed upon goals. A TA plan is developed jointly between participants and STARS Quality Coordinators (SQC) and progresses toward goals that are tracked. Technical Assistance can range from Administrative TA for the Program Director to TA designed to improve environmental rating scores. Plans are regularly evaluated by QEI administrators to ensure progress towards goals is being met.

- Needs Assessment. The Technical Assistance Plan is initiated by QEI staff at the request of a provider. Responsibilities of the QEI representative and the program are documented in a timeline with specific steps that will be followed in pursuit of STARS participation. In addition, all scheduled TA services are documented. If a program is non-compliant with the TA Plan it could result in the TA process being halted.
- Training. The STARS for KIDS NOW Overview, an introductory training developed in partnership with DCC and QEI, is offered face-to-face or online. The Overview is designed to familiarize providers with the program's goals and expectations. It satisfies the regulatory requirement that the center's director or an individual with decision-making authority such as the owner, board chair, or minister, attends an overview of STARS prior to program participation. QEI staff schedules all Overviews for participants and works in collaboration with PDs to present the material. Every attendee receives a certificate of Overview attendance. Additional training on a wide variety of subjects can be provided as identified in the TA plan. SQCs can provide the training to fill training needs as identified in the TA plan. The Overview will be redesigned along with the redesigned STARS rating system.
- Monetary Awards. Four different types of monetary awards are available to STARS-rated Type I licensed early care programs, STARS-rated Type II licensed early care centers, and STARS-rated Certified family early care homes. To the extent funds are available, the Initial Achievement Award, Annual Achievement Award, Annual Enhancement Award, and Quality Incentive Award are issued to STARS-rated providers. Payment of these awards ceases to occur upon the expiration date of the STARS rating certificate or due to other reasons such as a failure to submit an Interim Report, immediate closure or denial of re-licensure or re-certification, causing a reduction in STARS Level.

These awards and incentives are only a portion of the evidence of our ongoing commitment to expanding our STARS tiered quality rating and improvement system. Kentucky has a long commitment to providing a system of supports for participants in the TQRIS, and providing a clear path to continually improve quality. The plan presented in Kentucky's RTT-ELC represents a continuation of that commitment.

The bold commitment Kentucky made as part of our RTT-ELC proposal is that all subsidy awards will be tied directly to levels of quality in the redesigned TQRIS. This is opposed to the current STARS system that reimburses programs not participating in the TQRIS and reimburses based on individual indicators of quality, not the STARS rating itself. In addition, we are committed to further support programs that offer services to infants and toddlers; these will be compensated at a higher rate to ensure access to families with Children with High Needs who need infant/toddler services.

Along with other state partners, Kentucky will develop a plan to redesign the reimbursement system in the second year of the grant. During this time, more sophisticated analysis will be undertaken in order to refine the payment model. This will require extensive knowledge of the new rating requirements in order to determine the relative increases in cost that programs will incur as they seek to become STARS rated for the first time or to advance within the redesigned rating system.

In addition Kentucky will continue its commitment to early learning and development programs in the redesigned STARS rating system by providing high-quality training and technical assistance to promote continuous, ongoing improvement. Kentucky committed that within the first year of the project, the STARS Redesign Workgroup would examine the current system of supports. In fact, the Professional Development (PD) Workgroup of the Early Childhood Advisory Council came together around this very issue in 2014. The PD Workgroup has examined new ways to expand the system of supports to early childhood providers and educators and will continue to work on high quality professional development opportunities in 2015.

Another way Kentucky is promoting access to high-quality early learning and development programs for children with high needs is through family engagement practices. A family's involvement in a child's education is a strong predictor of a child's success in school and beyond. The current STARS quality rating system is an important part of the continuum of support and requires participants to organize and conduct activities to give families the opportunity to engage in their children's education. As our early learning and development programs progress up the scales to higher quality in the redesigned STARS rating system, requirements for the integration of family supports will increase.

Kentucky's plan to provide parents with additional supports through the redesigned quality rating system will dramatically increase the access our high need families have to specific, community based resources and supports. Kentucky plans to implement the Strengthening Families framework statewide, which is a framework that focuses on building family resiliency through a series of protective factors that will help at-risk families cope with the negative stress they often encounter. In addition, two of the specific Protective Factors - Social Connections and Concrete Support in Times of Need - will help our families access specific resources from community partners (i.e., local health departments, clothing and food banks, church support groups, mental health groups, etc.).

In the fall of 2014, Governor Beshear asked that regulation be changed to reflect that all child care centers currently accepting CCDF funds must be in the TQRIS system. An emergency regulation was submitted in October. Emergency Regulation 922 KAR 2:160E Child Care Assistance Program Section 3 (3)(f). Technical Eligibility (effective 10/15/2014,) states: "Children who receive child care assistance funding are to be provided services by a program who participates in a quality rating program." Effective immediately, as a program's licensure date comes up, that center is required to apply to be rated under Kentucky's current TQRIS. On August 15, 2015 if a licensed Type I or Type II center or family certified childcare home is receiving CCDF funding but is not rated under the current TQRIS, that program will cease to receive funding. As of December 2014, DCC is ahead of schedule for encouraging centers to apply for a STARS rating. There is an exceptions process in place, tied to the family seeking care, i.e. if a center in a community is the only early learning and development program available to that family, but it is not a STARS rated facility, that family can seek an exception and receive CCAP funding for their child.

This regulation change has affected Kentucky's RTT-ELC proposal in that the KY All STARS plan was to redesign the current STARS rating system and these programs will be brought into the legacy system. With this new regulation, most of Kentucky's licensed child care centers will now be in the current TQRIS. This means that KY All STARS will have more centers being rated at the beginning of 2016 than initially proposed.

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

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	899	899	1,459	3,663	3,663	1,026			
Number of Programs in Tier 1	95	95	95	2,299	1,117	279			
Number of Programs in Tier 2	543	543	543	543	1,523	497			
Number of Programs in Tier 3	228	228	798	798	830	225			
Number of Programs in Tier 4	23	23	23	23	127	25			
Number of Programs in Tier 5	0	0	0	0	66	0			

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

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

Baseline data are actual. Methodology used to collect the data included: data pull from the KICCS Active Provider Directory, data pull from the Kentucky Department of Education and comparison data with the Head Start State Collaboration Office. Based on Current 4-Star TQRIS. First year movement reflects programs moving into the TQRIS at entry level in the existing rating system due to a change in CCAP regulation as noted earlier.

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

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

The data above is reported on the current STARS for KIDS Now rating and improvement system. The increase in program participation is due in part to a regulatory change that requires provider participation in a TQRIS to be eligible to receive funding from the Child Care Assistance Program. As part of the Race to the Top Early Learning Challenge Grant, Kentucky is redesigning the rating system.

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

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

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

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start & Head Start ¹										
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										

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

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool									
Specify:									
Early Head Start & Head Start ¹									
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									

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

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool						
Specify:						
Early Head Start & Head Start ¹						
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						

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

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

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

Data systems within the current STARS rating system are not capable of capturing these data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.

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

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

Data systems within the current STARS rating system are not capable of capturing these data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.

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

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

Kentucky has a history of utilizing evaluation data to make changes for improvement. As our STARS Redesign Workgroup has been working in 2014, they have had at their side the findings of both the Child Trends validation (2011) and the annual University of Kentucky process evaluation. Our evaluation methods will include a formative review related of both the intended outcomes and the implementation itself, a summative evaluation of outcomes, and a separate implementation evaluation to determine the level of fidelity needed to achieve gains.

The overarching questions guiding the evaluation are aligned to project goals and activities and to our established if / then statement, and will allow evaluators to document and explore the development of our partnership, investigate the implementation of the model, and measure project impact. In addition, in considering the questions to be included in our evaluation process, we anticipate the evaluation will address the following key questions. The ECAC and the GOEC will work with our third-party evaluators to revise the questions as appropriate.

- What is the effect of high-quality learning environments on school readiness?
- How do providers perceive the current rating structure and process?
- Which parts of the current rating structure and process are challenging to providers? Or present barriers to participation?
- What are participants' reactions to and perceptions of the RTT-ELC project?
- To what extent is participants' knowledge of early learning strategies influenced by the project?
- What measures need to be updated? (The current STARS evaluation team from the University of Kentucky is assessing CLASS, ECERS, ITERS, FCCRS, SACCERS, and other tools and measures from other states)
- What additional aspects of quality should be included in the STARS standards?
- To what extent are the beliefs of early childhood educators, service providers, and families influenced by the project?
- To what extent are educational practices influenced by the project in each type of setting?
- To what extent do stakeholders support implementation of and participation in the project and subsequent changes in institutional policies and practices?
- To what extent is kindergarten readiness impacted by participants' involvement in the project?

While the new Program Standards will represent integration across existing programs, they will not represent the "lowest common denominator." Rather, they will represent the highest expectations within each of the

existing sets of domains. As Kentucky has worked to develop the STARS Redesign for the KY All STARS Proposal, these evaluation questions have been in the forefront. Evaluation is currently slated for 2016.

Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that it's Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Kentucky's Early Learning and Development Standards, called the Kentucky Early Childhood Standards, are drawn from current research and provide the foundation for competencies critical to ensuring later academic success (MA Dept. of Ed., 2001; MO Dept. of Ed., 2002: Prichard, 2000).

Kentucky's Early Childhood Standards were developed to cover all the five Essential Domains of School Readiness: Language and Literacy Development, Cognition and General Knowledge (including mathematics and early science development), Approaches Toward Learning, Physical Well-Being and Motor Development (including adaptive skills), and Social-Emotional Development. From the beginning effort in 2003 and through our most recent revisions in 2013, Kentucky has recognized that the development of the Standards must take this "whole child" approach.

In the spring of 2011, the Kentucky Early Childhood Standards were aligned to Kentucky's Core Academic Standards (KCAS) for English/Language Arts and Mathematics, a move necessitated in part by the new common core standards adopted in those areas. In addition, the revision helped us further ensure young children would have a smooth transition as they move into kindergarten and beyond. The newly aligned Standards represent a document that supports Early Childhood Educators as they plan curriculum and instruction for all children in Early Learning and Development environments. To further support educators in understanding how the Standards align with the KCAS, the Kentucky Department of Education produced two alignment documents that detail how the Standards for Mathematics and English/Language Arts align with the standards in the KCAS.

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

Standards using the Parent Guides for ages birth to three, the Parent Guide for ages three and four, and informative Monthly Messages distributed by the GOEC.

Our 2014 accomplishments include:

- Integration of the Kentucky Early Childhood Standards in the redesigned STARS tiered quality rating and improvement system (TQRIS) system to further guarantee educators have explicit and intentional, high-quality opportunities for training to implement and understand the Standards. Staff development in the Kentucky Early Childhood Standards will be required at the two-star level.
- In 2014, online modules for early childhood educators about the Early Learning Standards were developed in partnership with Kentucky Education Television. The Professional Development workgroup of the Early Childhood Advisory Council had oversight on this project. These modules will be free and available to all Early Learning and Development programs at beginning of 2015.

As we expand the STARS rating system through KY All STARS, we will work with each early learning and development provider to create individual professional development plans informed by the Early Childhood Standards to guide them from one STAR level to the next, higher level. If a provider begins at 2 STARS, to move to 3 STARS we anticipate that provider will work with a PD Counselor to determine which trainings will help address deficits in particular skills and competencies. Regardless of the type of trainings chosen, that provider will be immersed in the content and activities of the Kentucky Early Childhood Standards. Currently two of our program types - public preschools and Head Start programs - are required to utilize the Early Childhood Standards. As we expand the STARS tiered quality rating and improvement system, we anticipate all early learning and development programs will demonstrate the ongoing and consistent use of the Kentucky standards to become high-quality programs.

While the past ten years have seen a great deal of success at promoting the use and integration of the Kentucky Early Childhood Standards in Early Learning and Development programs, we recognize that we must never stop looking for opportunities to improve the Standards and to better integrate them into Early Learning and Development programs. Kentucky has certainly demonstrated through a series of revisions and updates that the Standards will be regularly reviewed and revised.

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

Has the State made progress in:

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

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

Kentucky has a long history of supporting and engaging families in their children's education. Parents and family members are more likely to become engaged in their young child's development and learning when they have positive and trusting relationships with those who support them (Bryk, 2003). Kentucky proposed a plan that dramatically increases the system of supports families receive in times of stress. In short, wherever they go to receive services, families will be served by a system designed to strengthen their family's protective factors and help to mitigate the toxic stress they encounter in their everyday lives. Kentucky is working to implement the Strengthening Families Framework across the Commonwealth. Strengthening Families will be embedded in the newly designed, mandatory TQRIS and it will also be rolled out to many state agencies that have frequent contact with high need families. The Strengthening Families Leadership Team includes twelve state agencies and five private agencies, all working to implement the framework across agencies and across systems.

The Strengthening Families Framework (SFF) is a nationally and internationally recognized parenting and family strengthening program for families of all types - at-risk and not-so-at-risk. The evidence-based training program is found to significantly reduce problem behaviors, delinquency, addictive behaviors, and to improve social competencies and school performance. Child maltreatment also decreases as parents strengthen bonds with their children and learn more effective parenting skills. Kentucky has adopted the five protective factors nationally recognized as part of the Strengthening Families Framework, as well as developed a sixth protective factor: Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Childhood Development, Social-Emotional Competence of Children and Nurturing and Attachment. Kentucky has also developed family friendly language around the protective factors to be shared with parents and caregivers.

In October of 2014, 20 members from Kentucky attended the Strengthening Families Summit hosted by the Center for the Study of Social Policy. In December 2014, Kentucky launched its Strengthening Families Training of the Trainer session. This introduction to the framework and the protective factors was to train those individuals that will be training early learning and development programs across the state. Attendees included representatives from all early learning and development program types, as well as multiple state and private agencies. Another training of the trainer session is slated to occur in early 2015. These training sessions will be tracked in our unified registry system (explained further in the next section of this APR) in hopes that Kentucky will be able to track longitudinal data on the use of this training. The Strengthening Families introduction

training will be required of all early learning and development programs that participate in the redesigned TQRIS, therefore tracking this training record will be vital.

In addition to adopting Strengthening Families, we proposed a statewide expansion of Toyota's United Way Born Learning Academies for families with children with high needs. This program has since gone through a name change and is now referred to as the United Way Born Learning Academies. United Way Born Learning Academies are a Kentucky product, the result of a partnership between Toyota and The United Way of Northern Kentucky. It was piloted in a single Kentucky school district before spreading to neighboring districts. The United Way United Way Born Learning Academies have been implemented through the existing structure of Family Resource & Youth Services Centers (FRYSCs), which are located in every high need elementary school in Kentucky. FRYSCs have applied to the Cabinet for Health and Family Services Division of Family Resource Youth Service Centers to be part of the initiative and received training on the implementation of the workshops and sessions. The United Way Born Learning Academies are open to all families in the community, with a target population of those families whose children will attend the local elementary school, and will help link early learning with the K-12 learning environment.

The United Way Born Learning Academies are a parenting and school readiness initiative for families of children age birth through four that links parents and children with high needs directly to schools through their local FRYSC. The United Way Born Learning Academies provide an opportunity for families to learn together. They are based, in most cases, in the elementary school that the child will attend when they go to Kindergarten. The initiative provides school-based workshops that inform busy, parents and caregivers how to turn everyday moments into learning opportunities. Like Strengthening Families, the United Way Born Learning Academies approach provides sustainability for each community. FRYSCs will be able to continue the program and share training efforts in other communities for a minimal expense. Over the period of four years, all support for the 200 statewide United Way Born Learning Academies program will be provided by CHFS, division of FRYSC.

In 2014, Race to the Top Early Learning Challenge dollars funded 24 United Way Born Learning Academies as part of a four year \$1.4 million investment. Toyota Motor Manufacturing North America was the initial supporter of expansion, committing to invest \$1 million to add more than 50 academies over five years. The commitment to add 150 academies through Kentucky's Race to the Top Early Learning Challenge grant funds will result in more than 200 United Way Born Learning Academies statewide at the end of 2017.

In addition, we will embed family engagement strategies - including Strengthening Families - in the expansion of our STARS quality rating system. Kentucky has maintained a tiered quality rating and improvement system for 13 years. The voluntary system is called STARS for KIDS NOW (STARS) and is available to licensed child care centers and certified family child care homes. Participants in the program are required to have, at a minimum, one Family Engagement activity per year. As they progress toward higher levels of quality in the existing system, the number of family engagement activities required increases. At the highest level (STARS level 4), participants are required to have a minimum of four family engagement activities per year.

In our STARS expansion, we will dramatically increase the support families receive through our rating system. As an integral part of Kentucky's overall system of support, the TQRIS represents an important connection to families with Children with High Needs. The Strengthening Families Framework will be integrated into the redesign of the STARS rating system; all Early Childhood Educators, including professionals in child care, Head Start and State Funded Pre-K will receive high quality training on Strengthening Families through Kentucky's responsive professional development system. Early learning and development programs in the newly designed rating system will be provided training on the six protective factors and the effects of toxic stress. They then will

utilize this information to create family engagement activities which intentionally build protective factors are required. Participants in the highest tiers of the newly redesigned TQRIS will receive points toward a higher rating level in the redesigned system should they offer additional family engagement activities.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

The Commonwealth of Kentucky has developed a common, statewide Workforce Knowledge and Competency Framework, along with a statewide progression of credentials and degrees aligned with the Framework, to promote child learning and development and improve child outcomes. As part of this Framework, the Commonwealth has engaged postsecondary institutions, training centers, resource and referral organizations, and others to make available professional development opportunities to meet the requirements of the Professional Development (PD) Framework. The STARS quality rating system evaluation reinforced data that shows early childhood educator professional development matters. The quality of early education and the training and knowledge of providers directly affects child learning and development outcomes.

As part of the KIDS NOW initiative in 2000, Kentucky developed a workforce knowledge and competency framework and progression of credentials that includes articulation/transfer of credits, and availability of scholarships and effective training. Since 2002, the PD Framework and extensive early childhood credentialing system have been effectively implemented throughout the Commonwealth.

Kentucky will continue to ensure the effective use and implementation of all components within the PD Framework, such as establishing the levels of training and recommended progressions through the Kentucky Early Childhood Core Content. Since 2011, Kentucky has made a concerted effort to increase collaboration across the three silos (Child Care Programs, Head Start and Public Preschool) to work closely and collaboratively together for greater educational gains across the board. This collaboration has ensured better leveraging resources by removing duplicative services/funding, and positive outcomes for the Commonwealth's youngest residents.

Kentucky is working to implement a Tiered Quality Rating and Improvement System that include all early learning and development programs. Because the research is clear that early childhood educator professional development affects child outcomes, all of the early childhood educators participating in programs in the redesigned STARS rating system will receive targeted, high priority professional development on a targeted number of high-yield subjects.

- The Professional Development Workgroup of the Early Childhood Advisory Council has worked throughout 2014 with statewide organizations that deliver professional development to early childhood educators. The Professional Development Workgroup has mapped existing resources and is in the planning stages of providing accessible, high-quality training opportunities in the two priority areas outlined in our initial proposal: Strengthening Families Framework and Adult Child Interactions.

Kentucky has long operated a training registry: the Early Care and Education-Training Records Information System or ECE-TRIS. Currently this system is mandatory for all licensed early learning and development programs. However, the system is not currently utilized by early childhood educators in public preschool programs. This includes sites that are “blended” with Head Start. Therefore, we have developed a plan to expand the current ECETRIS/registry system to include all early childhood educators statewide.

- In 2014 the Professional Development Workgroup, with the Governor's Office of Early Childhood, the Department of Education and Cabinet for Health and Family Services have been working with the ECETRIS technical teams to design an expansion of the current registry system that will be a user-friendly tool to collect data on preschool educator professional development information. This team will also work to design a data interface so that data from the Kentucky Department of Education system can be shared with ECE TRIS. Representatives from all of these agencies have formed a working group and have discussed initial steps. Further conversations are planned for early 2015, to develop possible data interfaces.

Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
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	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
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	Yes
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)	Yes

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The Brigance® Kindergarten Screen has been adopted as Kentucky's kindergarten screener. The screener conforms to Kentucky's definition of school readiness and includes all five developmental domains. In August 2013 and 2014, all kindergarten students in the Commonwealth were screened. The Brigance is not used to determine eligibility for kindergarten; for overall classroom instruction; or as a longitudinal measurement of individual student performance. Rather, the screener is a snapshot, a moment in time, of how a child is progressing. The screener provides districts with an element of measuring a student's readiness for school across the five developmental competencies/domains. The screener provides community leaders and policy makers with specific indicators to direct resources and supports for early learning as well as public education. The Brigance covers each of the domains, including language and literacy; cognition and general knowledge; approaches toward learning; physical well-being and motor development; and social and emotional development.

Perhaps more importantly, it provides teachers an initial measure by which to set individual learning targets. The screen provides teachers with information about individual children while providing districts information about their individual programs. It also aligns to the Kentucky Early Childhood Standards, which were developed to cover all five Essential Domains of School Readiness: Language and Literacy Development, Cognition and General Knowledge (including mathematics and early science development), Approaches Toward Learning, Physical Well-Being and Motor Development (including adaptive skills), and Social-Emotional Development.

The Kentucky Department of Education currently funds the majority of the cost for implementing the common kindergarten screen; KDE also provides free professional development supports and technical assistance to districts and state agencies (including the GOEC). Kentucky's school districts do incur costs to implement the screen including, but not limited to, tool translation and interpretive services and staff support to screen children (substitutes or additional pay if screening before school). No part of the administration of the kindergarten screener is funded through RTT-ELC funds. Again, Kentucky implemented the screener in full in August 2013 for all Kentucky school districts.

In spite of the fact that no RTT-ELC funds are being used for implementation, the screener data will continue to be a powerful tool for demonstrating progress through RTT-ELC goals. Screener results will also be an important tool for state agencies and policy makers as they work together to pass legislation and change regulation to promote continuous improvement in programs for children and families.

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

See section above.

Early Learning Data Systems (Section E(2) of Application)

Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:

Early Learning Data Systems	
Has all of the Essential Data Elements	
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
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	Yes
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	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

As a leader in statewide longitudinal data system (LDS) development, Kentucky understands the importance of measuring progress, targeting support and answering basic policy questions through the use of appropriate data collection and use. Being able to close achievement gaps and prepare all children for success in school and in life starts with knowing baseline information, such as where children are in their learning, what needs they might have, and what will best meet those needs.

The Commonwealth has one of the broadest and most inclusive longitudinal data systems in the country. Being able to utilize data to inform policy questions which reach across multiple agencies or programs is a critical priority. Governor Beshear has acted on this with two Executive Orders and has signed legislation into law to incorporate this priority into Kentucky statutes. The statutes created a central authority to collect, link and utilize data to measure and evaluate education across all levels, which requires the data to be linked in an independent longitudinal data system.

The Kentucky Center for Education and Workforce Statistics (KCEWS), which houses Kentucky's LDS, has successfully linked Pre-K-12, post-secondary, workforce, and employment data together. KCEWS, working with the Governor's Office of Early Childhood (GOEC), provides the appropriate platform to add early childhood programs and services, student, educator and provider data. This combined data will give policy makers an informed picture of a child's progress, as well as program and early care and education workforce data.

The Commonwealth's plan is to combine additional early childhood information with the existing infrastructure of the LDS. Once combined, data-linking, de-identification and reporting structures would be available to bring together early childhood, student, educator, and program-level data and link it with currently available system

data. This will provide a cost effective, sustainable answer to the need for more early childhood data throughout the State.

Kentucky has identified the following data sets as initial priorities for data integration:

- HANDS home visiting
- First Steps Early Intervention (IDEA- Part C)
- Child Care quality
- Child Care Subsidy
- Head Start

This will be in addition to data previously integrated on child assessment, kindergarten screener, and prior settings.

Significant progress has been made on these in 2014:

- Data sharing agreements have been signed with HANDS and First Steps.
- Processes have been put in place in the Cabinet for Health and Family Services to secure needed permissions for sharing additional child-level data
- Initial meetings have been held with the KY Head Start Association and local Head Start grantees to begin to plan the Head Start Pilot

Effective use of early childhood data can inform policy and drive systemic change, giving policy makers and early care and education providers tools needed to meet the needs of our children, especially those with high needs. The state is working to be able to capture as much available data as possible to address policy questions regarding the Commonwealth's students. This expansion will serve as an essential communication tool for parents, providers, teachers, and local, regional and state agencies. The database will provide the information needed to improve child outcomes, professional development, program quality, and individualized instruction development. The data in the LDS will be linked with additional student-level data to provide a more robust, accurate picture of early childhood services for the state to use for policy and decision making.

Part of Kentucky's proposal was to conduct a pilot to include Head Start data into the LDS. Work on this project has already begun ahead of time, with members of the Kentucky Head Start Association (KHSA), a member organization for all 32 grantees in Kentucky, meeting to determine which data system most grantees utilize. Meetings are scheduled for early 2015 including KHSA, the GOEC and KCEWS to begin discussion around integration between existing Head Start systems and the LDS.

Data Tables

Commitment to early learning and development

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

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	29,434	55%
Toddlers ages 1 through 2	58,454	53%
Preschoolers ages 3 to kindergarten entry	89,649	52%
Total number of children, birth to kindergarten entry, from low-income families	177,537	53%

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table (A)(1)-1 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Source: NCCP calculations based on 2008-2012 American Community Survey 5-year PUMS data

For the 2015 APR totals in table above represent updates to noted sources. Unchanged totals reflect where no newer data sources were available.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	141,103	4.0%
Are English learners ²	25,678	7.6%
Reside on "Indian Lands"	0	0.0%
Are migrant ³	1,048	0.4%
Are homeless ⁴	10,293	3.0%
Are in foster care	2,598	0.8%
Other as identified by the State	140,246	41.6%
Describe:	Are living in a rural community	
¹ For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP). ² For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English. ³ For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2). ⁴ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Children 0-5 with one or more foreign born parents. Source: 2008-2012 American Community Survey 5-year PUMS data. Kentucky English language learner data not collected ages 0-5. Children 0-5 who did not live in the United States or Puerto Rico one year ago. Source: 2008-2012 American Community Survey 5-year PUMS data. There was no new data from the Campaign to End Homelessness 2009. There were 12,352 homeless children under age 6 in Kentucky. We assumed an equal age distribution to get an estimation of the number of children birth to K-entry. HHS Administration for Children and Families 2012 Child Welfare Report Outcomes Data. Total number of children 0-5 that live in a rural area, as defined by the U.S. Census Bureau, calculated by using total population percentages and extrapolating to the total number of children 0-5 from the 2008-2012 American Community Survey 5-year PUMS data. Percentage calculations based on 2008-2012 American Community Survey 5-year PUMS data.

For the 2015 APR totals in table above represent updates to noted sources. Unchanged totals reflect where no newer data sources were available.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	20,817	20,817
Specify:	Kentucky Preschool Program			
Data Source and Year:	KY Preschool Program Report 2012-13			
Early Head Start & Head Start¹	737	2,184	17,606	20,527
Data Source and Year:	Head Start Program Information report Enrollment Statistics Report 2011-2012			
Programs funded by IDEA, Part C and Part B, section 619	306	4,147	9,661	14,144
Data Source and Year:	Part C: First Steps Child Count Data (618 data report) 12/01/11; Part B: KY Preschool Program Report 2012-13			
Programs funded under Title I of ESEA	-	-	-	-
Data Source and Year:				
Programs receiving funds from the State's CCDF program	8,244	26,657	27,954	62,855
Data Source and Year:	KICCS II 2013			
¹ Including Migrant and Tribal Head Start located in the State.				

Data Table (A)(1)-3a Data Notes

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

No new Part C data is available. Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream. CCDF Data is not able to provide unduplicated counts for different age brackets. Some children may change care levels through the year. Unduplicated counts can only be shown for total number of students.

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

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

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	2,376	31	348	3,770	26	1,317	20,330
Specify:	State-funded Preschool						
Early Head Start & Head Start ¹	1,656	40	92	3,557	19	1,592	14,393
Early Learning and Development Programs funded by IDEA, Part C	262	9	47	424	5	196	3,510
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	1,397	21	55	11,372			20,669

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

Data Table (A)(1)-3b Data Notes

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

Number of children participating in programs funded by IDEA, Part B is not available because that data is included in participation data for public preschool. Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream. CCDF Data is only reported through preschool care levels. Ethnicity and race are required fields in KICCS, but when clients do not respond to the question, 'no response' is an option. Data for two or more race is not recorded. KICCS Data only records one race for each care level. Data for this column is captured as Not Applicable based on parent response and system restrictions.

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

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

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹					
State-funded preschool	\$71,315,300	\$71,315,090			
Specify:	These funds include state contributions to IDEA Part B				
State contributions to IDEA, Part C	\$28,332,500	\$27,277,900			
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF²	\$38,155,958	\$18,193,865			
State match to CCDF Exceeded / Met / Not Met	Exceeded	Exceeded			
<i>If exceeded, indicate amount by which match was exceeded</i>	\$21,166,863	\$762,847			
TANF spending on Early Learning and Development Programs³	\$31,693,200				
Other State contributions 1	\$989,416	\$927,814			
Specify:	Commission for Children with Special Health Care Needs				
Other State contributions 2	\$32,041,900	\$28,356,500			
Specify:	DPH Hands				
Other State contributions 3	\$922,800	\$759,300			
Specify:	DPH Mental Health				
Other State contributions 4	\$230,100	\$116,700			
Specify:	DPH Childrens Oral Health				
Other State contributions 5	\$667,000	\$662,800			
Specify:	DPH Child Care Health Consultation (Healthy Start in Childcare)				
Other State contributions 6	\$97,900				
Specify:	DPH Reach Out and Read				
Other State contributions 7	\$667,000	\$ 773,100			
Specify:	KIDS NOW PLUS (tobacco)				
Total State contributions:	\$226,279,937	\$149,145,916			

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

² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table (A)(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

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

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	22,558	-	
Specify:	Annual census count; Oct 1 count		
Early Head Start and Head Start² <i>(funded enrollment)</i>	-	16,469	
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	13,744	-	
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	-	-	
Programs receiving CCDF funds <i>(average monthly served)</i>	62,855	43,927	
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.			
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.			

Data Table (A)(1)-5 Data Notes

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

[The final column of data should match that reported in Table (A)(1)-3.]

* Data Reported for Early Head Start and Head Start Year 2012 does not match the number reported in Table (A)(1)-3 for Early Head Start and Head Start Participation by Age because the number reported in (A)(1)-3 is Total Cumulative Enrollment and the number reported in this table is Total Funded Enrollment.

**Number of children participating in programs funded under Title I is not available because data is not collected for public preschool programs based on chosen district funding stream.

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

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

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

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

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓		✓
Specify:					
Early Head Start & Head Start ¹	✓	✓	✓	✓	
Programs funded by IDEA, Part C	✓	✓			
Programs funded by IDEA, Part B, section 619	✓	✓	✓		
Programs funded under Title I of ESEA	✓	✓	✓		
Programs receiving CCDF funds			✓		
Current Quality Rating and Improvement System requirements (Specify by tier)			✓		
Tier 1					
Tier 2			✓		
Tier 3			✓		
Tier 4			✓		
Tier 5			✓		
State licensing requirements					

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

Data Table (A)(1)-7 Data Notes

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

Current TQRIS is **voluntary** and only applies to child care centers that choose to participate.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$198,302.00	\$0.00	\$0.00	\$0.00	\$198,302.00
2. Fringe Benefits	\$105,690.00	\$0.00	\$0.00	\$0.00	\$105,690.00
3. Travel	\$3,947.00	\$0.00	\$0.00	\$0.00	\$3,947.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$0.00	\$0.00	\$0.00	\$14,936.00
6. Contractual	\$54,455.00	\$0.00	\$0.00	\$0.00	\$54,455.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$7,557.00	\$0.00	\$0.00	\$0.00	\$7,557.00
9. Total Direct Costs (add lines 1-8)	\$384,887.00	\$0.00	\$0.00	\$0.00	\$384,887.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$144,400.00	\$0.00	\$0.00	\$0.00	\$144,400.00
12. Funds set aside for participation in grantee technical assistance	\$21,921.00	\$0.00	\$0.00	\$0.00	\$21,921.00
13. Total Grant Funds Requested (add lines 9-12)	\$551,208.00	\$0.00	\$0.00	\$0.00	\$551,208.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$551,208.00	\$0.00	\$0.00	\$0.00	\$551,208.00

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

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

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

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

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

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

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

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

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

As detailed below, some discrepancies are reported between budgeted and expended amounts. The state will work with our federal program officers to amend the budget to disperse any unspent amounts to later years of the grant.

Budget Summary Table Explanation of Changes

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

The planned redesign of the STARS rating system has taken longer than anticipated. Identification of the common standards of quality for the new rating system took longer because of the complexity of application across program types. State agencies enlisted the assistance of outside evaluators to confirm the work. The implementation of the pilot and the new system will be pushed back to the second year of the grant therefore, the State realized a savings of approximately \$2.4mm in the first year of the grant. These funds will be distributed in later years of the grant and will require a budget amendment for approval.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$190,409.00	\$0.00	\$0.00	\$0.00	\$190,409.00
2. Fringe Benefits	\$100,590.00	\$0.00	\$0.00	\$0.00	\$100,590.00
3. Travel	\$3,947.00	\$0.00	\$0.00	\$0.00	\$3,947.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$14,936.00	\$0.00	\$0.00	\$0.00	\$14,936.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$309,882.00	\$0.00	\$0.00	\$0.00	\$309,882.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$21,921.00	\$0.00	\$0.00	\$0.00	\$21,921.00
13. Total Grant Funds Requested (add lines 9-12)	\$331,803.00	\$0.00	\$0.00	\$0.00	\$331,803.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$331,803.00	\$0.00	\$0.00	\$0.00	\$331,803.00

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

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

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

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

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

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

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

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

Project 1 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Substantative differences between budgeted funds and expenditures are reported in the annual performance report due to unspent amounts in training stipends. These funds will be distributed to later years of the grant.

Project 1 Budget Explanation of Changes

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

The state will submit a budget amendment to disperse unspent funds to later years of the grant.

Budget Table: Project 2 – Redesign the Tiered Quality Rating and Improvement System

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$43,394.00	\$0.00	\$0.00	\$0.00	\$43,394.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$43,394.00	\$0.00	\$0.00	\$0.00	\$43,394.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$43,394.00	\$0.00	\$0.00	\$0.00	\$43,394.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$43,394.00	\$0.00	\$0.00	\$0.00	\$43,394.00

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

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

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

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

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

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

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

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

Project 2 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Substantive differences between the submitted budget and expenditures are reported in the annual performance report for project 2. Placement of personnel for project 2 took longer than anticipated and funds not spent will be distributed to year 2 of the award.

Project 2 Budget Explanation of Changes

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

The state will submit a budget amendment to disperse unspent funds to later years of the grant.

Budget Table: Project 3 – Expansion of the Kentucky Early Learning Standards

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

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A substantive discrepancy will appear in the annual performance report this year for Project 3. This is due to the fact that the vendor that developed the online training had not yet billed the state for work at the end of year 1.

Project 3 Budget Explanation of Changes

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

The state does not anticipate any substantive changes to the budget in the upcoming year.

Budget Table: Project 4 – United Way Born Learning Academies

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$7,893.00	\$0.00	\$0.00	\$0.00	\$7,893.00
2. Fringe Benefits	\$5,100.00	\$0.00	\$0.00	\$0.00	\$5,100.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,993.00	\$0.00	\$0.00	\$0.00	\$12,993.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$144,400.00	\$0.00	\$0.00	\$0.00	\$144,400.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$157,393.00	\$0.00	\$0.00	\$0.00	\$157,393.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$157,393.00	\$0.00	\$0.00	\$0.00	\$157,393.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A nominal discrepancy between the submitted state budget and the expenditures was reported because one school was not able to implement their United Way Born Learning Academy. These funds will be added to the Year 2 awards.

Project 4 Budget Explanation of Changes

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

The state does not anticipate any substantive changes to the budget in the upcoming year.

Budget Table: Project 5 – Kentucky Strengthening Families

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

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

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

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

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

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

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

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

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

Project 5 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A nominal discrepancy between the submitted state budget and the expenditures was reported due to travel savings realized by collaborating with partner agencies. These funds will be added to the Year 2 amounts.

Project 5 Budget Explanation of Changes

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

The state does not anticipate any substantive changes to the budget in the upcoming year.

Budget Table: Project 6 – Responsive Professional Development and Unified Registry

Budget Table: Project 6					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$11,061.00	\$0.00	\$0.00	\$0.00	\$11,061.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$11,061.00	\$0.00	\$0.00	\$0.00	\$11,061.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$11,061.00	\$0.00	\$0.00	\$0.00	\$11,061.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$11,061.00	\$0.00	\$0.00	\$0.00	\$11,061.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 6 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A substantive discrepancy will appear in the annual performance report this year for Project 6. This is due to the fact that the vendor has experienced delays in on-boarding qualified personnel to accomplish the work.

Project 6 Budget Explanation of Changes

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

The state will submit a budget amendment to disperse unspent funds to later years of the grant.

Budget Table: Project 7 – Expansion of the Longitudinal Data System

Budget Table: Project 7					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$7,557.00	\$0.00	\$0.00	\$0.00	\$7,557.00
9. Total Direct Costs (add lines 1-8)	\$7,557.00	\$0.00	\$0.00	\$0.00	\$7,557.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$7,557.00	\$0.00	\$0.00	\$0.00	\$7,557.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$7,557.00	\$0.00	\$0.00	\$0.00	\$7,557.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all grant years.
 Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.
 Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
 Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 7 Budget Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A substantive discrepancy will appear in the annual performance report this year for Project 7. This is due to the fact that the vendor that developed the online training had not yet billed the state for work at the time of the report's submission.

Project 7 Budget Explanation of Changes

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

The state does not anticipate any substantive changes to the budget in the upcoming year.