At a Glance

RACE TO THE TOP
EARLY LEARNING CHALLENGE

The 20 Race to the Top – Early Learning Challenge States are making progress building and enhancing their comprehensive early learning and development systems.

2014 PROGRESS UPDATE

Highlights

In the 2014 Annual Performance Reports recently submitted by RTT-ELC grantees, we learn that:

- Nearly 64,000 early learning and development programs are now included in their States' Tiered Quality Rating and Improvement System (TQRIS) – a 70 percent increase since the States applied for their grants[1].
- Nearly 14,000 programs are in the highest quality tiers of their States' TQRIS – a 63 percent increase since the States applied for their grants.
- Over 200,000 children with high needs are enrolled in State-funded preschool programs in the highest quality tiers of their States' TQRIS.
- Nearly 230,000 children with high needs are enrolled in child care programs that receive Federal child care subsidy funds and are in the highest quality tiers of their States' TQRIS.
- More than 150,000 children with high needs are enrolled in Head Start/Early Head Start programs in the highest quality tiers of their States' TQRIS.

The purpose of this brief is to provide a high level overview of the progress the 20 RTT-ELC States are making in key areas as they implement their State Plans.

For more detailed information, see the individual State APR available at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/performance.html

September 2015

RTT-ELC OVERVIEW

The Race to the Top – Early Learning Challenge (RTT-ELC) program, authorized by Congress in 2011, is designed to **improve the quality of early learning and development programs[2] for children from birth through age 5.** This discretionary grant program is administered jointly by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

The human brain develops rapidly in the first five years of life. High-quality early learning experiences can have a profound and lasting positive effect on young children during these years, setting the stage for success in kindergarten and beyond. This is especially true for young children with high needs who are defined in RTT-ELC as children who are from low-income families; have disabilities or developmental delays; are English learners; reside on "Indian lands"; are migrant, homeless, or in foster care; and other children as identified by the State.[3]

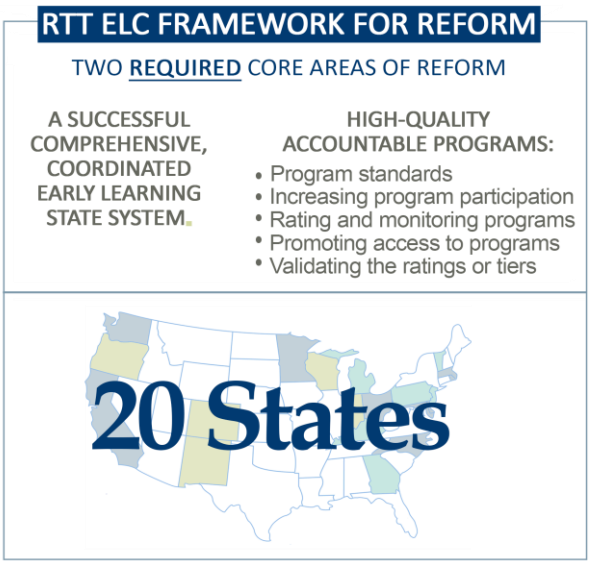
Nearly half of all children who live in low-income families in the Unites States reside in the 20 RTT-ELC States. Of the 11.8 million children from birth through age 5 in these States, more than **5.4 million** are living in families who are at or below 200 percent of the Federal poverty rate.

Twenty States were awarded four-year grants in three phases between 2012 and 2014. Grantees are listed in Figure 1.

This brief is based on 2014 Annual Performance Report (APR) data that RTT-ELC States submitted in the spring of 2015. Individual State reports can be found at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/performance.html

BUILDING AND ENHANCING SUCCESSFUL STATE SYSTEMS

All RTT-ELC States address two fundamental core areas: Successful comprehensive State systems and high-quality, accountable programs (Figure 1).



2012–2015 | PHASE 1 CA, DE, MD, MA, MN, NC, OH, RI, WA
2013–2016 | PHASE 2 CO, IL, NM, OR, WI
2014–2017 | PHASE 3 GA, KY, MI, NJ, PA, VT

Figure 1. RTT-ELC Grantee States and core framework areas.

With a Federal investment of over $1 billion, the RTT-ELC program supports States' efforts to **design and implement an integrated system of high-quality early learning programs and services** for young children and their families.

A unified, comprehensive early learning system requires States to **coordinate and align early learning and development programs across multiple funding streams**. These programs include child care offered in centers or family child care homes, including those receiving funding from the Child Care and Development Fund (CCDF); early intervention; early childhood special education; State-funded preschool; home

visiting; Early Head Start and Head Start (EHS/HS); and programs under Title I of the Elementary and Secondary Education Act.

States are encouraged to improve the quality of early learning and development programs by designing and implementing a **Tiered Quality Rating and Improvement System (TQRIS)**[4] and enrolling all publicly funded programs in that quality system.

Each State's TQRIS is a family-friendly way to inform parents about program quality, using symbols such as "star ratings" to help families identify good early learning options for their children.

In a TQRIS, a State uses a set of **progressively higher program standards to evaluate the quality of an early learning and development program and to support program improvement**. There are meaningful differences in each of the quality levels of the TQRIS, and being ranked as top tiers indicates a program is providing high-quality early education.[5]

According to their State plans, RTT-ELC States are also focusing on additional components, or focused investment areas, that best fit their needs and efforts (Figure 2).

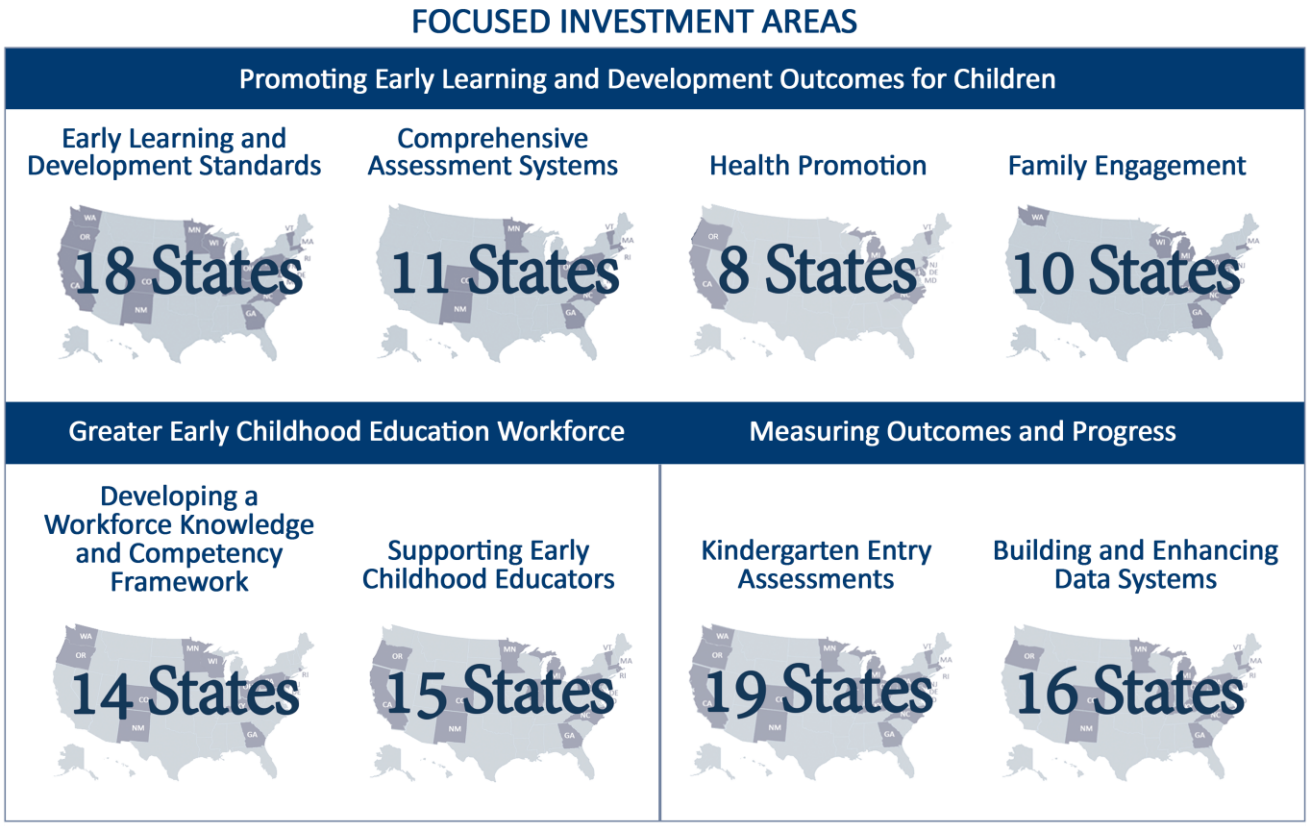


Figure 2. RTT-ELC Grantee States selected to work in these focused investment areas.

MAKING A DIFFERENCE

RTT-ELC States have more early learning and development programs providing measurably higher quality early education for children with high needs than they did before receiving grants.

The number of programs enrolled in the RTT-ELC States' TQRIS has increased by 70 percent, from 37,630 at the start of their grants to 63,985 programs in 2014 (table 1).

13,807 programs are now in the highest quality tiers of their States' TQRIS. This is a 63 percent increase in the number of programs at the highest levels of quality. The number of programs in the top tiers increased from 8,450 at the start of the grant (table 2).

RTT-ELC States are working to ensure children with high needs have access to higher quality programs.

States reported on the number of children in various types of early learning and development programs that are in top tiers of their State's TQRIS, each State determines which tiers they consider to be their top tiers for this performance measure.

There is a **176 percent increase in the number of children with high needs enrolled in State-funded preschool programs in the top tiers of their State's TQRIS**. More than 200,000 are now enrolled in these programs, an increase of more than 127,000 children (table 3).

There is a **75 percent increase in the number of children enrolled in CCDF-funded (child care subsidy) high-quality programs.** 228,760 children with high needs are now enrolled in CCDF-funded programs in the top tiers of their TQRIS, an increase of almost 100,000 children (table 4).

The number of children in Head Start/Early Head Start programs that are in the top tiers of a State's TQRIS has more than doubled since States began their RTT-ELC grants. 151,676 children with high needs are now enrolled in Head Start/Early Head Start programs in the top tiers of their TQRIS, an increase of more than 78,000 children (table 5).

RTT-ELC States are enhancing their early learning and development standards for young children.

Standards set expectations for what children should know and be able to do at certain ages. Early learning and development standards address all the essential domains for school readiness: language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Many States chose to use RTT-ELC funds to **revise their early learning and development standards to make them comprehensive from birth to age 5 across multiple domains, aligned with K-3 standards, and tied to professional development.**

To help practitioners and families use these standards in everyday practice, States are creating websites, making materials available in multiple languages, and creating resource guides for providers and informational guides for parents.

RTT-ELC States are supporting the use of comprehensive assessment systems.

RTT-ELC States who chose to address this area are **doing the difficult work of creating coordinated and comprehensive assessment systems that organize information to help**

early childhood educators, families, program directors, administrators, and policymakers to make informed instructional and programmatic decisions.

A comprehensive assessment system coordinates the various types of valid and reliable screening, diagnostic, formative, and summative assessments that children are likely to receive throughout their early learning years, such as screenings for possible developmental delays, assessments of ongoing developmental progress, diagnostic assessments, and measures that examine children's accomplishments on developmentally appropriate standards-based benchmarks.

As they create these comprehensive systems, States are updating and selecting screening and assessment tools that are valid and appropriate for the populations being served; educating users about the purposes of each assessment; coordinating assessments to avoid duplication; training early childhood educators to administer, interpret, and use the results of assessments; and involving parents in decisions regarding learning and development strategies for their children.

RTT-ELC States are identifying and addressing the health, behavioral, and developmental needs of children with high-needs.

RTT-ELC States reported **progress in addressing children's health. There was a 26 percent increase in the number of children who receive a developmental screening**. 742,033 children received developmental screenings in 2014, up from 587,409 when the States applied for the grants (table 6).

RTT-ELC States are creating quality professional development systems to improve the skills of current and aspiring early learning teachers, directors, and assistant teachers.

RTT-ELC States are **using incentives** such as scholarships, compensation and wage supplements, tiered reimbursement rates, and other financial incentives to promote professional improvement and career advancement.

RTT-ELC States are engaging and supporting families in helping children reach their potential.

RTT-ELC States are **making families an integral part of early education.** States are revising the Family Engagement Standards in their TQRIS; supporting parent education through multiple initiatives such as websites with resources and activities for families, parent cafes, home visiting initiatives, programs designed to strengthen parenting skills; and helping early learning programs enhance their family engagement activities.

RTT-ELC States have improved and aligned their early childhood data systems.

Within the RTT-ELC framework, **States are building and enhancing their early learning data systems.** These are being used to improve instructional practices, services, and policies. States are enhancing their existing Statewide Longitudinal Data System (SLDS) or creating or enhancing an existing early learning data system and linking it to their SLDS.

RTT-ELC States are measuring children's progress and outcomes.

Nineteen of the twenty RTT-ELC States are or will be **using kindergarten entry assessments (KEA)** that cover all the essential domains of school readiness and are aligned with their States' early learning and development standards. Wisconsin did not elect to direct RTT-ELC funds toward the development of a comprehensive KEA.

As part of a KEA, information is collected through observations, one-on-one discussions, small group activities, and through the use of technology. Results help early childhood educators better understand the status of children's learning and development when they enter kindergarten so the educators can individualize instruction. Educators can share information with parents so that they can make informed decisions about their children's education.

Findings from the KEA should be used to provide information to help close the readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. States are prohibited under RTT-ELC from using KEAs to prevent children's entry into kindergarten or as a single measure for high-stakes decisions. Tools must be valid and reliable for the population being served, including for children with disabilities and English learners.

Five States are currently implementing comprehensive statewide KEAs (Figure 3). For the 2015-2016 school year, 11 States are enhancing existing tools and will be implementing statewide KEAs. Eight more States are phasing in implementation or pilot testing their KEA by the 2017-2018 school year. RTT-ELC States are training their teachers to use a common, statewide kindergarten entry assessment that is aligned with their States' early learning and development standards.

For more information about KEAs, see *Kindergarten Entry Assessments in RTT-ELC Grantee States*. https://elc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=14822

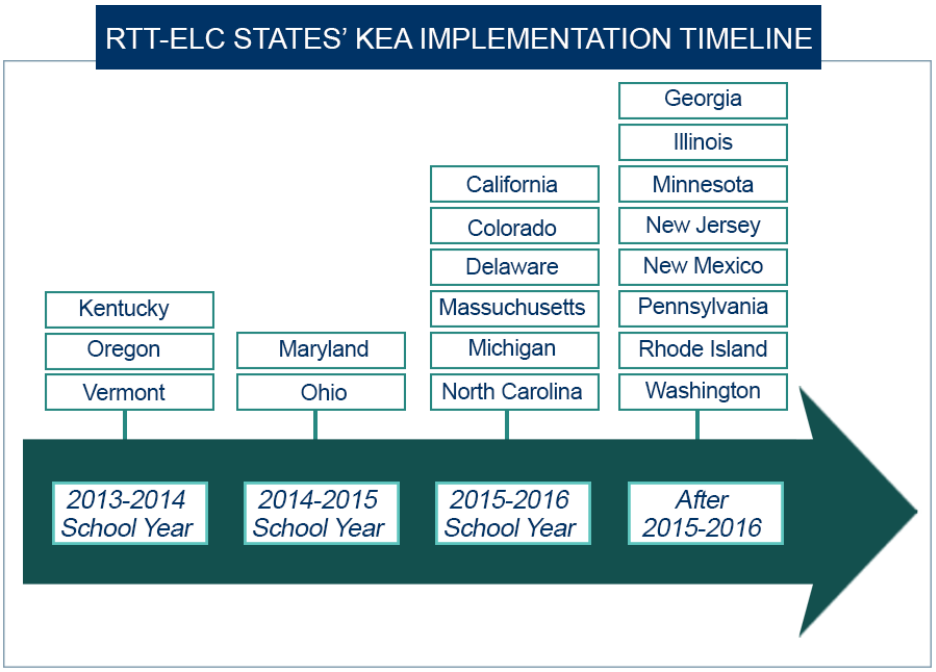


Figure 3. RTT-ELC Grantee States' KEA implementation timeline.

Summary

This brief reflects the work of nine States at the end of the third year; five States at the end of the second year; and six States at the end of the first year of their RTT-ELC grants. As they proceed with implementing their innovative plans, RTT-ELC States will continue to **improve the quality of their early learning and development programs** for young children and their families. States are also making plans to **sustain the work they began** with their RTT-ELC grants beyond the end of the grant funding. They will continue the successful collaborations they have established and build new collaboration opportunities through other federally funded programs, such as Enhanced Assessment Grants, Statewide Longitudinal Data Systems grants, Preschool Development Grants, and Early Head Start-child care partnerships. These efforts are moving States toward the RTT-ELC goal of providing more children from birth through age 5 with the strong foundation that is needed to succeed in school and beyond.

Suggested citation: U.S. Department of Education and U.S. Department of Health and Human Services. (2015). *At a Glance: The Race to the Top – Early Learning Challenge Year 2014 Progress Report*, Washington, DC.

For more detailed information on each *State Individual RTT-ELC Annual Performance Report for 2014*, please visit http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/performance.html

State-Level APR Data Tables

Increasing the Number of Early Learning and Development Programs in All Tiers of the TQRIS. (Corresponds with RTT-ELC Performance Measure (B)(4)(c)(1))

Table 1: Number of Early Learning and Development Programs in All Tiers of the TQRIS

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	49	475	1,042	2,232	2,183
	Delaware	134	322	435	478	344
	Maryland	71	117	1,579	3,379	3,308
	Massachusetts[1]	1,345	4,489	4,410	5,891	4,546
	Minnesota[2]	393	529	1322	1,892	1,499
	North Carolina [3]	8,101	7,614	7,251	7,083	(1,018)
	Ohio	1,074	1,200	1,432	1,630	556
	Rhode Island	93	175	786	685	592
	Washington [4]	7,406	7,406	7,406	7,406	-
	Total Phase 1 Grantees (n=9)	18,666	22,327	25,663	30,676	12,010
Phase 2 Grantees	State		Baseline	2013	2014	Change: Baseline to 2014
	Colorado [5]		473	465	492	19
	Illinois		778	12,734	13,006	12,228
	New Mexico [6]		1,027	1,027	998	(29)
	Oregon [7]		4,468	4,367	4,286	(182)
	Wisconsin [8]		4,897	4,593	4,339	(558)
	Total Phase 2 Grantees (n=5)		11,643	23,186	23,121	11,478
Phase 3 Grantees	State			Baseline	2014	Change: Baseline to 2014
	Georgia			1,126	1,779	653
	Kentucky			899	1,026	127
	Michigan [9]			659	2,076	1,417
	New Jersey			56	428	372
	Pennsylvania			3,985	3,893	(92)
	Vermont			596	986	390
	Total Phase 3 Grantees (n=6)			7,321	10,188	2,867
Grand Total All Grantees		# of Programs at Baseline		# of Programs in 2014		Change
		37,630		63,985		36,355

Source: 2014 APRs from 20 RTT-ELC States: Performance Measure (B)(4)(c)(1)

Data Notes Provided by the States[6] for Table 1: Number of Early Learning and Development Programs in All Tiers of the TQRIS

MA[1]	In Years One and Two, the Department of Early Education and Care (EEC) reported participation based on child care programs' self-assessed ratings. EEC is now able to report the number of programs in each tier based on granted ratings. As a result of this change in reporting, there has been a slight drop in some of the benchmarks because some programs had self-assessed their tier at a higher rating than accurately reflected their quality. EEC has revised its reporting procedure for RTT-ELC Year 3.
MN[2]	*Note: Minnesota reported both the number of eligible programs and programs that are participating in their State Annual Performance Report. The data reported in this table has been revised to reflect the number of programs that are currently participating in the State's TQRIS.* The 2014 count of programs covered by the TQRIS is defined as the number of ELD programs (sites) in the state that are currently eligible to participate in Minnesota's TQRIS…The 2014 count of rated programs comes from Develop, Minnesota's Quality Improvement and Registry Tool, and includes all programs with an active rating as of December 31, 2014. The total number of Parent Aware rated programs as of December 31, 2014 was 1,892. In other words, Minnesota reached 72 percent of its target of 2,610 rated programs.
NC[2]	In North Carolina, the TQRIS is built into the State's licensing system, so all licensed programs are considered part of the TQRIS. The State has noticed that there appears to be a decline overall in the number of programs covered by the TQRIS. It is continuing to monitor this trend.
WA[3]	Washington reported the total number of sites that are eligible to participate in its TQRIS. This includes active licensed child care centers and family care centers, Early Child Education Assistance Program (ECEAP), and Head Start programs.
CO[4]	The actuals for the remainder of the grant program will be closer to or exceed the targets once the Colorado Shines Quality Rating and Improvement System is fully implemented, requiring all licensed programs to participate in the ratings system.
NM[5]	New Mexico is transitioning from its current AIM High TQRIS to a new five-tiered TQRIS, called FOCUS-TQRIS. The data include all providers from Basic Licensure and STAR level 2 and 2+ through STAR level 5 for both FOCUS and AIM High.
OR[6]	Oregon has experienced a reduction in the number of family child care facilities over the last several years. Oregon continues to develop and refine the TQRIS process. There is a pipeline of early learning and development programs prepared to submit their portfolio and able to achieve a Star rating.
WI[7]	Wisconsin saw a decrease in the overall number of child care providers throughout 2013 and 2014. The overall number of regulated child care providers in Wisconsin has been decreasing over the last decade, similar to the national trend [however,] the proportion of higher-rated programs is increasing.
MI[8]	Performance targets were met due largely to successfully implementing mandatory Great Start Readiness Program (GSQ) participation, with a minimal Tier 3 rating, for State-funded preschool providers and their community-based partners.

INCREASING THE NUMBER OF PROGRAMS IN THE TOP TIERS[1] OF THE TQRIS.

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

Table 2: Number of Early Learning and Development Programs in the Top Tiers of the TQRIS

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	7	8	279	662	655
	Delaware	23	75	129	218	195
	Maryland	25	17	108	166	141
	Massachusetts[2]	93	179	348	96	3
	Minnesota[3]	365	483	1,119	1,397	1,032
	North Carolina	3,813	4,012	4,118	4,105	292
	Ohio	-	-	311	481	481
	Rhode Island	22	35	42	66	44
	Washington[4]	115	-	55	93	(22)
	Total Phase 1 Grantees (n=9)	4,463	4,809	6,509	7,284	2,821

	State	Baseline	2013	2014	Change: Baseline to 2014
Phase 2 Grantees	Colorado	386	377	396	10
	Illinois[5]	702	1486	2081	1379
	New Mexico	267	237	257	(10)
	Oregon	-	3	99	99
	Wisconsin	397	516	557	160
	Total Phase 2 Grantees (n=5)	1752	2619	3390	1638

	State	Baseline	2014	Change: Baseline to 2014
Phase 3 Grantees	Georgia	62	123	61
	Kentucky	251	250	-1
	Michigan	417	1,183	766
	New Jersey[6]	6	-	(6)
	Pennsylvania	1,191	1,221	30
	Vermont	308	356	48
	Total Phase 3 Grantees (n=6)	2235	3133	898

Grand Total	# of Programs at Baseline	# of Programs in 2014	Change
All Grantees	8,450	13,807	5,357

Source: 2014 APRs from 20 RTT-ELC States: Performance Measure B(4)(c)(1)

Data Notes Provided by the States for Table 2: Number of Early Learning and Development Programs in the Top Tiers of the TQRIS

TQRIS tiers[1]	One State (GA) uses 3 tiers, so its data reflect the number of programs in tier 3. Four States (KY, MA, MN, and PA) have 4 tiers, so their data reflect the number of programs in tiers 3 and 4. Two States (CO and IL) are transitioning from four to five tiers, so their data reflect the number of programs in tiers 3 and 4. NJ uses 5 tiers, but has not conducted ratings for tiers 3, 4, or 5. All other States (CA, DE, MD, MI, NM, NC, OH, OR, RI, VT, WA, and WI) use 5 tiers or levels, so their data reflect the number of programs in tiers 4 and 5
MA[2]	In Years One and Two, the Department of Early Education and Care (EEC) reported participation based on child care programs' self-assessed ratings. EEC is now able to report the number of programs in each tier based on granted ratings. As a result of this change in reporting, there has been a slight drop in some of the benchmarks because some programs had self-assessed their tier at a higher rating than accurately reflected their quality. EEC has revised its reporting procedure for RTT-ELC Year Three.
MN[3]	The majority of rated programs are rated at Tier 4 because a large number and percentage of State-funded preschool, Early Head Start and Head Start, and accredited child care are rated through an accelerated pathway to the highest rating (Tier 4).
WA[4]	Washington reported decreases in the overall number of programs in the State, reducing the number of programs eligible to participate in the State's TQRIS. The process of building its Head Start and Early Childhood Education and Assistance Program (HS/ECEAP) online enrollment system delayed participation until October 2013. Also, some HS/ECEAP sites are participating in the higher levels of Early Achievers, but are being counted in the "Other" categories.
IL[5]	Baseline numbers are estimated. In Year Two, the State made significant progress in cross-matching information from multiple data sets to ensure the quality of reporting total sites in unduplicated numbers. The State now has complete lists of all school-based and community-based Preschool for All sites. Tier 5, the Awards of Excellence, were not implemented in 2014.
NJ[6]	Although the formal rating process has not officially started, 52 programs enrolled in the pilot have completed the self-assessment and quality improvement phase and are currently working on the goals identified in their plans. All 428 programs have been verified to have a valid license through the Department of Children and Families, Office of Licensing or have met comparable standards for license exempt and registered programs (Department of Education programs).

INCREASING THE NUMBER OF CHILDREN WITH HIGH NEEDS IN STATE-FUNDED PRESCHOOL PROGRAMS IN THE TOP TIERS OF THE TQRIS.

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 3: Number of Children with High Needs Served by **State-Funded Preschool Programs** in the Top Tiers of the TQRIS

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	836	6,409	20,357	38,525	37,689
	Delaware	72	500	658	976	904
	Maryland[1]	-	148	1,032	1,018	1,018
	Massachusetts[2]	4,308	5,844	3,456	3,071	(1,237)
	Minnesota	2,857	7,401	21,489	24,818	21,961
	North Carolina[3]	18,568	23,632	25,553	26,851	8,283
	Ohio	-	-	-	4,858	4,858
	Rhode Island	69	-	73	175	106
	Washington	1,936	4,014	4,747	4,604	2,668
	Total Phase 1 Grantees (n=9)	28,646	47,948	77,365	104,896	76,250

	State	Baseline	2013	2014	Change: Baseline to 2014
Phase 2 Grantees	Colorado[4]	6,623	6,249	5,472	(1,151)
	Illinois[5]	-	16,934	44,291	44,291
	New Mexico	1,463	-	-	(1,463)
	Oregon	-	-	637	637
	Wisconsin[6]	-	-	-	-
	Total Phase 2 Grantees (n=2)	8,086	23,183	50,400	42,314

	State	Baseline	2014	Change: Baseline to 2014
Phase 3 Grantees	Georgia[7]	1,800	3,454	1,654
	Kentucky[8]	-	-	-
	Michigan	24,426	30,517	6,091
	New Jersey[9]	660	-	(660)
	Pennsylvania	4,863	5,222	359
	Vermont	4,114	5,871	1,757
	Total Phase 3 Grantees (n=5)	35,863	45,064	9,201

Grand Total	# of Children at Baseline	# of Children in 2014	Change
All Grantees	72,595	200,360	127,765

Source: 2014 Annual Performance Reports by 20 RTT-ELC States: Performance Measure B(4)(c)(2)

Data Notes Provided by the States for Table 3: Number of Children with High Needs Served by State-Funded Preschool Programs in the Top Tiers of the TQRIS

MD[1]	Students with high needs often participate in Prekindergarten classrooms operated by locals boards of education which must comply with the State's prekindergarten regulations but are not required to participate in EXCELS (the States' TQRIS system) unless funded by the Preschool Development Grants program.
MA[2]	As Massachusetts' QRIS has matured and the Department of Early Education and Care infrastructure has strengthened, the EEC has made significant progress verifying and assessing the program quality of QRIS participants, and we are now able to report the number of programs in each tier based on granted ratings.
NC[3]	The number of NC Pre-K sites participating in the TQRIS has increased because of the new law requiring Pre-K sites in public schools to have a four or five Star license by the 2014-2015 school year.
CO[4]	The Colorado Preschool Program data only include sites that allow Qualistar Colorado to release their rating information. Baseline data were reported as actual, but included duplicated counts of Early Head Start, Head Start, Migrant, and American Indian/Alaska Native. Colorado's current data collection methods do not allow for reporting the specificity of data for children with high needs enrolled in CCDF-funded programs.
IL[5]	"Top Tiers of TQRIS" is defined here as Gold Circle of Quality in ExceleRate Illinois, with or without an Award of Excellence. The number of children shown as served by CCDF in Gold Circle of Quality programs may be somewhat undercounted as it only includes programs that had submitted complete data on children by funding stream as of December 31, 2014. Year One data had been estimated from licensed capacity and child care assistance voucher data.
WI[6]	Wisconsin does not currently have a method for tracking this number. It provides an estimate for "all regulated programs" in an "Other" category. The State expects that the Early Childhood Longitudinal Data System project will permit more exact data to be collected by the end of the grant period.
GA[7]	The number of children with high needs served in Georgia's Pre-K appears to have dropped from the baseline because Georgia's Child Health Insurance Program was removed from the means-tested benefit data collected by Georgia's Pre-K beginning in the 2013-2014 school year. As a result, the highest possible benefit eligibility that was counted for Georgia's Pre-K students dropped from 235 percent of the Federal poverty level to 185 percent for students in school systems (free and reduced lunch) and 149 percent for students in private programs (Medicaid).
KY[8]	Data systems within the current STARS rating system are not capable of capturing data about the number and percent of children with high needs in the top tiers of the TQRIS. During the first year of the grant Kentucky is redesigning the TQRIS. Migration from the current system will begin in Year Two of the grant.
NJ[9]	New Jersey has not identified programs in top tiers because ratings have not yet been conducted. Baseline data are estimated based on the State's TQRIS pilot.

INCREASING THE NUMBER OF CHILDREN WITH HIGH NEEDS IN CCDF-FUNDED PROGRAMS THAT ARE IN THE TOP TIERS OF THE TQRIS.

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 4: Number of Children with High Needs Served by **CCDF-Funded Programs** in the Top Tiers of the TQRIS

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	530	12,033	12,045	46,295	45,765
	Delaware	446	1,113	1,927	4,336	3,890
	Maryland[1]	145	1,066	544	9,341	9,196
	Massachusetts	13,153	7,966	37,113	20,261	7,108
	Minnesota	4,049	2,395	5,150	5,261	1,212
	North Carolina	60,178	51,433	48,367	61,919	1,741
	Ohio[2]	7,369	9,947	11,027	9,895	2,526
	Rhode Island	244	563	576	811	567
	Washington[3]	108	11,189	11,118	9,272	9,164
	Total Phase 1 Grantees (n= 9)	86,222	97,705	127,867	167,391	81,169

	State	Baseline	2013	2014	Change: Baseline to 2014
Phase 2 Grantees	Colorado				-
	Illinois	15,059	18,420	17,555	2,496
	New Mexico	5,202	5,844	3,346	(1,856)
	Oregon	-	48	450	450
	Wisconsin	6,219	8,432	9,022	2,803
	Total Phase 2 Grantees (n= 4)	26,480	32,744	30,373	3,893

	State	Baseline	2014	Change: Baseline to 2014
Phase 3 Grantees	Georgia	1,236	4,075	2,839
	Kentucky[4]	-	-	-
	Michigan	-	8,458	8,458
	New Jersey[5]	38	-	(38)
	Pennsylvania	14,019	15,719	1,700
	Vermont	2,721	2,744	23
	Total Phase 3 Grantees (n= 4)	18,014	30,996	12,982

Grand Total	# of Children at Baseline	# of Children in 2014	Change
All Grantees	130,716	228,760	98,044

Source: 2014 Annual Performance Reports by 20 RTT-ELC States: Performance Measure B(4)(c)(2)

Data Notes Provided by the States for Table 4: Number of Children with High Needs Served by CCDF-Funded Programs in the Top Tiers of the TQRIS

MD[1]	In Maryland, programs receiving Child Care Subsidy reimbursement will be required to participate in the TQRIS after July 1, 2015.
OH[2]	While the number in this table dropped from Year Two to Year Three, Ohio has increased the total number of children with high needs in Publicly Funded Child Care (PFCC) and in public preschool programs. The total number of children served in PFCC programs increased from 47,920 at the beginning of the grant period, to 62,414 in Year Three of the grant. Of these, 9,895 were in programs [that receive the highest ratings] in SUTQ (the State's TQRIS), exceeding the target of 8,625 children. Programs continue to be transitioned into SUTQ.
WA[3]	In Washington, the number of slots decreased in 2014 because some providers were no longer being classified as Head Start and Early Childhood Education and Assistance Program (HS/ECEAP) providers because they are co-located at licensed providers and are now being counted as licensed providers.
KY[4]	Data systems within the current STARS rating system are not capable of capturing data about the number and percent of children with high needs in the top tiers of the TQRIS. During the first year of the grant Kentucky is redesigning the TQRIS. Migration from the current system will begin in Year Two of the grant.
NJ[5]	New Jersey has not identified programs in top tiers because ratings have not yet been conducted. Baseline data are estimated based on the State's TQRIS pilot.

INCREASING THE NUMBER OF CHILDREN WITH HIGH NEEDS IN EARLY HEAD START/HEAD START PROGRAMS THAT ARE IN THE TOP TIERS OF THE TQRIS.

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 5: Number of Children with High Needs Served by **Early Head Start/Head Start Programs** in the Top Tiers of the TQRIS

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	208	2,704	11,564	21,000	20,792
	Delaware	227	2,481	2,613	2,539	2,312
	Maryland	48	567	605	1,226	1,178
	Massachusetts	9,614	10,770	16,086	8,246	(1,368)
	Minnesota	3,397	11,163	11,747	11,743	8,346
	North Carolina[1]	22,348	22,348	22,972	21,268	(1,080)
	Ohio	4,711	11,474	18,974	26,952	22,241
	Rhode Island	515	687	759	1,466	951
	Washington[2]	3,401	7,175	6,371	4,668	1,267
	Total Phase 1 Grantees (n= 9)	44,469	69,369	91,691	99,108	54,639

	State	Baseline	2013	2014	Change: Baseline to 2014
Phase 2 Grantees	Colorado	5,519	2,135	2,730	(2,789)
	Illinois	-	2,257	9,213	9,213
	New Mexico	3,842	3,662	3,662	(180)
	Oregon	-	-	996	996
	Wisconsin	2,432	2,983	3,172	740
	Total Phase 2 Grantees (n= 4)	11,793	11,037	19,773	7,980

	State	Baseline	2014	Change: Baseline to 2014
Phase 3 Grantees	Georgia	520	2,671	2,151
	Kentucky[3]	-	-	-
	Michigan	13,060	22,545	9,485
	New Jersey[4]	240	-	(240)
	Pennsylvania	1,245	5,894	4,649
	Vermont	1,890	1,685	(205)
	Total Phase 3 Grantees (n= 5)	16,955	32,795	15,840

Grand Total	# of Children at Baseline	# of Children in 2014	Change
All Grantees	73,217	151,676	78,459

Source: 2014 Annual Performance Reports by 20 RTT-ELC States: Performance Measure B(4)(c)(2)

Data Notes Provided by the States for Table 5: Number of Children with High Needs Served by Early Head Start/Head Start Programs in the Top Tiers of the TQRIS

NC[1]	All Head Start and Early Head Start programs participate in the TQRIS except for two school districts. The State estimates that 95 percent of programs participate and therefore approximately 93 percent of children are served in these participating programs.
WA[2]	In Washington, sites identified for participation in TQRIS by a Head Start grantee were initially counted toward Head Start participation until their eligibility for the Head Start and Early Childhood Education and Assistance Program (HS/ECEAP) reciprocity plan could be determined. Some of these sites are no longer counted as HS/ECEAP providers because they are sites that are co-located at licensed providers and are now being counted as licensed providers.
KY[3]	Data systems within the current STARS rating system are not capable of capturing data about the number and percent of children with high needs in the top tiers of the TQRIS. During the first year of the grant Kentucky is redesigning the TQRIS. Migration from the current system will begin in Year Two of the grant.
NJ[4]	New Jersey has not identified programs in top tiers because ratings have not yet been conducted. Baseline data are estimated based on the State's TQRIS pilot.

LEVERAGING EXISTING RESOURCES TO INCREASE THE NUMBER OF CHILDREN WITH HIGH NEEDS WHO ARE SCREENED USING SCREENING MEASURES

(Corresponds with Performance Measure (C)(3)(d))

Note: All States were required to submit data for Tables 1-5. For Table 6, only eight States addressed the focused investment area related to health promotion.

Table 6: Number of Children with High Needs who are Screened using Screening Measures

	State	Baseline	2012	2013	2014	Change: Baseline to 2014
Phase 1 Grantees	California	126,184	57,008	186,429	196,644	70,460
	Delaware	22,755	27,650	27,881	27,776	5,021
	Maryland	9,130	9,153	9,443	9,721	591
	Massachusetts	-	-	-	-	-
	Minnesota	-	-	-	-	
	North Carolina	313,506	49,155	340,310	335,033	21,527
	Ohio	-	-	-	-	-
	Rhode Island	-	-	-	-	-
	Washington	-	-	-	-	-
	Total Phase 1 Grantees (n= 4)	471,575	542,966	564,063	569,174	97,599

	State	Baseline	2013	2014	Change: Baseline to 2014
Phase 2 Grantees	Colorado	-	-	-	-
	Illinois	-	-	-	-
	New Mexico	-	-	-	-
	Oregon[1]	13,375	37,500	16,427	3,052
	Wisconsin	-	-	-	-
	Total Phase 2 Grantees (n= 1)	13,375	37,500	16,427	3,052

	State	Baseline	2014	Change: Baseline to 2014
Phase 3 Grantees	Georgia	-	-	-
	Kentucky	-	-	-
	Michigan[2]	14,400	56,763	42,363
	New Jersey	75,399	86,880	11,481
	Pennsylvania	-	-	-
	Vermont	12,660	12,789	129
	Total Phase 3 Grantees (n= 3)	102,459	156,432	53,973

Grand Total All Grantees	# of Children at Baseline	# of Children in 2014	Change
	587,409	742,033	154,624

Source: 2014 Annual Performance Reports by 20 RTT-ELC States: Performance Measure C(3)(d)

Data Notes Provided by the States for Table 6: Leveraging Existing Resources to Increase the Number of Children with High Needs Who Are Screened Using Screening Measures

OR[1]	In Oregon, original reporting for benchmarks/targets and 2013 APR for number of children with high needs screened was based on data from the National Survey of Children's Health (NSCH; 2007 and 2011/12 data, respectively); this national survey will not be fielded again during its RTT grant period. For that reason, Oregon reported new data sources for the 2014 APR report and will continue to use these sources for remaining reports
MI[2]	The Michigan data presented represents Medicaid billing claims that have been submitted for developmental screening activities in primary care provider offices. Michigan believes that the advent of a Healthcare Effectiveness Data and Information Set (HEDIS) measure related to developmental screening is likely impacting the significant gains in this metric, along with some impact of efforts under its Project Linking Actions for Unmet Needs in Children's Health (LAUNCH) grant to promote more developmental screening in primary care provider offices in Federally Qualified Health Centers.

END NOTES

[1] The number of programs in the TQRIS reported in the previous version of this report has been adjusted from 72,281 to 63,985 due to a clarification in the data reported by one State.

[2] The definition of Early Learning and Development Programs is from the RTT-ELC Notices Inviting Applications and is identical across the three RTT-ELC Phases. See 2011 RTT-ELC Notice Inviting Applications, 76 FR 5356, 53568 (Aug. 26, 2011). http://www.federalregister.gov/a/2011-21756/

[3] The definition of Children with High-Needs is from the RTT-ELC Notices Inviting Applications and is identical across the three RTT-ELC Phases. See 2011 RTT-ELC Notice Inviting Applications, 76 FR 5356, 53568 (Aug. 26, 2011). http://www.federalregister.gov/a/2011-21756/p-110

[4] The definition for a TQRIS is from the RTT-ELC Notices Inviting Applications and is identical across the three RTT-ELC Phases. See 2011 RTT-ELC Notice Inviting Applications at 53570. http://www.federalregister.gov/a/2011-21756/p-181

[5] One State (GA) uses 3 tiers, so its data reflect the number of programs in tier 3. Four States (KY, MA, MN, and PA) have 4 tiers, so their data reflect the number of programs in tiers 3 and 4. Two States (CO and IL) are transitioning from four to five tiers, so their data reflect the number of programs in tiers 3 and 4. NJ uses 5 tiers, but has not conducted ratings for tiers 3, 4, or 5. All other States (CA, DE, MD, MI, NM, NC, OH, OR, RI, VT, WA, and WI) use 5 tiers or levels, so their data reflect the number of programs in tiers 4 and 5.

[6] Complete data notes can be found in each RTT-ELC Grantee Annual Performance Report available at http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/performance.html