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

Vermont

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.*

Race to the Top
Early Learning Challenge

APR Cover Sheet

General Information

1. PR/Award #: S412A130038

2. Grantee Name: Office of the Governor, State of Vermont

3. Grantee Address: 109 State Street, Pavilion, Montpelier, VT 05609

4. Project Director Name: Julie Cadwallader Staub

Title: Grant Director

Phone #: (802) 734-7540

Email Address: julie.cadwallader-staub@state.vt.us

Reporting Period Information

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

Indirect Cost Information

6. Indirect Costs

a. Are you claiming indirect costs under this grant? ☑ Yes ☐ No

b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☑ Yes ☐ No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 04/01/2012 to 06/30/2015

Approving Federal agency: ☑ ED ☐ HHS ☐ Other (Please specify):

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: Julie Cadwallader Staub

Title: Grant Director, Early Learning Challenge-Race to the Top

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.

INTRODUCTION

Just thirteen months ago, in January of 2014, the State of Vermont was awarded a four year $36.9M Race to the Top - Early Learning Challenge grant. In April of that same year, Vermont's legislature accepted the grant and approved its use.

What can be accomplished in eight short months to enhance and strengthen the systems in Vermont that improve school readiness for children with high needs? This Annual Performance Report-2014 tells the story of our accomplishments and challenges, as we exited the starting gate and started our "race to the top."

1) ACCOMPLISHMENTS

We established the infrastructure for managing the grant, including:

- A state level Advisory Council called the Early Learning Challenge State Advisory Council (ELC SAC) to oversee the grant as a whole. We utilized the existing state advisory council for Building Bright Futures to ensure continued alignment with Vermont's Early Childhood Framework and Action Plan, and added an additional six members to better represent statewide education organizations. The ELC SAC meets quarterly.
- An Implementation Team to lead the grant's implementation and to establish a bi-weekly opportunity for project leads to deepen their collaborative work with one another.
- An Early Childhood Interagency Coordinating Team with members from the Agency of Education, the Agency of Human Services, the Governor's Office, the Early Learning Challenge grant, and Building Bright Futures to further enhance cross agency and organization collaboration. This group meets monthly.
- High-quality staff for grant and project leadership, and for fiscal management. Financial oversight systems for invoices, deliverables and subrecipient monitoring. Because of the four month delay between when we were awarded the grant and when we received legislative approval to draw down funds, spending of the grant was lower than budgeted in the first year. However, leveraged funds were right on target for the year, demonstrating the state's commitment to these efforts.
- Re-configuration of existing early childhood committees, work groups, and advisory teams to support grant outcomes, and additional advisory groups as necessary to support specific projects.
- Systems for transparently communicating grant progress to partners, stakeholders, and the general public, including monthly updates and a website.

This infrastructure paves the way for thorough and complete implementation of the grant over duration of the grant.

Accomplishments that improve quality and access of early learning and development opportunities:

- **Strengthened STARS:** STep Ahead Recognition System (STARS) is Vermont's tiered quality rating and improvement system (TQRIS) for child care, prekindergarten education, and afterschool programs. Programs that participate in STARS go above and beyond state regulations to provide high-quality early

learning and development services to meet the needs of children and families. This year, Vermont made impressive progress in improving the quality of, and access to, early learning and development programs:

- Vermont substantially increased both the number and the percentage of child care programs in STARS. In Sept 2013, 597 programs participated in STARS, representing 42% of all child care programs. In Dec 2014, 986 programs participated in STARS, representing 72% of all programs.
  - Vermont's center-based programs alone also increased in number and in participation in STARS, moving from baseline of 367 to 404, and from 69% to 74% participation.
  - Thanks to a partnership with the non-profit Vermont Birth to 3 (VB3), the percentage of registered family child care homes participating in STARS moved from 25% to 71%, and from a total of 230 homes to a total of 582 homes!
  - Vermont moved from having 420 centers and homes in its top three levels of STARS to having 514.
  - Vermont increased the number of state funded prekindergarten education programs from 268 to 285, all of which must be in the top quality tiers in our STARS system. Likewise, we increased the number of Head Start and Early Head Start programs.

- **Improvements in Child Wellness:**
  - The Vermont Department of Health partnered with the United Ways of Vermont to develop the 2-1-1 phone line as a “go-to” place for information, support, community resources, and referrals in the world of early childhood. This effort is part of Vermont's implementation of the *Help Me Grow* model. The 2-1-1 phone line will be staffed by trained early childhood care coordinators who:
    (1) answer parent and caregivers questions about their children's development
    (2) provide families with tools to track developmental milestones
    (3) connect families to the necessary resources in their communities, including Children's Integrated Services. Children’s Integrated Service (CIS) is a unique model for integrating early childhood health, mental health, early intervention and specialized child care services for pregnant and postpartum women and children birth to age six. Specific services include: Early Intervention (Part C of IDEA); nursing and family support home visiting; early childhood and family mental health; and specialized child care services.
  - We reinvigorated the Child Care Wellness Consultant program, which provides trained nurses to assist early learning and development programs in developing policies and environments that promote children's health and development with special attention to nutritional and physical activity standards.
  - Designed and created data bases for two new evidence based home visiting models Parents as Teachers (PAT) and Maternal, Early Childhood Sustained Home Visiting (MECSH) in anticipation of launching these programs in summer/fall 2015.

Accomplishments that invest in a highly skilled workforce through professional development:

- **Improvements in Workforce Quality** were made with over 200 individuals with Vermont Early Childhood Level One and Level Two certificates in Vermont's Early Care and Education workforce as of the end of the calendar year! In addition, according to the Northern Lights Career Development Center, the number of certificates issued between July and December 2014 represented a 30% increase from the number of certificates issued in the same period in 2013.

- **Three additional cycles of six college courses** were provided by an ELC funded grant to the Vermont Child Care Industry and Career Council, Inc. as part of Vermont's successful Child Care Apprenticeship Program. VCCICC worked with CCV to provide a new five week writers' workshop to prepare current child care providers for college level coursework.

- **Scholarships** to enable early educators to take coursework leading to credentials and degrees were provided by Vermont Association for the Education of Young Children (VAEYC), with funding from ELC, as part of its implementation of Teacher Education and Compensation Help (T.E.A.C.H.). More than 30 individuals from throughout the state have received T.E.A.C.H. scholarships so far. The average GPA for the 26 TEACH scholarship recipients completing the fall 2014 semester was 3.78!

- **Early Multi-Tiered Systems of Support (Early MTSS) cohort 1** (which includes 3 regions and 5 pilot sites) leadership teams and program administrators are receiving training and systems coaching focused on systems building which aligns with the Agency of Education K-12 MTSS initiative. A state cadre of eight Early MTSS trainers and coaches have been identified and under contract with the AOE.

- **Teaching Strategies GOLD Accredited Trainers Program** trained a total of ten early childhood professionals. These newly accredited trainers offered Introductory and advanced trainings on TS GOLD throughout the state starting this past fall. Since TS GOLD is the predominant assessment tool for measuring child progress in Vermont early learning and development programs, the need to have well-trained early childhood educators who can reliably use this TS GOLD is paramount.

Accomplishments that empower communities to support young children and families:

- **Launched the Early Childhood Leadership Institute:** ELC awarded a grant to the Snelling Center to launch an Early Childhood Leadership Institute (ECLI), modeled after the successful Vermont Leadership Institute. Participants in ECLI gain leadership skills and a deeper knowledge and understanding of the science and landscape of early childhood issues in Vermont. Recruitment for the first cohort is underway.

- **Re-vitalized Building Bright Futures, our early childhood infrastructure**: Building Bright Futures (BBF) is Vermont's early childhood infrastructure. This year, BBF, its State Early Childhood Advisory Council, and its twelve partnering Regional Councils hired a full time Regions Manager, eleven full time Regional Council Coordinators, and a full time Communications Manager since July 2014. Building Bright Futures now has a firm foundation upon which to serve communities and help to improve child outcomes throughout the state. Each regional council now has a website page; publishes a monthly newsletter; uses Google drive to coordinate with the work of other regional councils; and is undertaking regional asset mapping to diversify Council membership, including parents; and developed a shared scope of work.

Accomplishments that strengthen our data systems to ensure that we are making a difference:

- **Launched VT Insights:** In November 2014, Building Bright Futures launched Vermont Insights, a web platform for the collection and integration of early childhood data systems. Vermont Insights will acquire, connect, and compile data across the early childhood system to inform essential policy questions. It will help Vermonters leverage meaningful data to guide policies that improve the well-being of children, families and communities. Check it out at: http://www.vermontinsights.org/.

- **Revised the Kindergarten Readiness Survey (KRS)**

    - In 2013-2014, the American Institute for Research (AIR) completed a validation and reliability study of Vermont's Kindergarten Readiness Survey (KRS). With significant input from the field, a cross-agency team drafted a revised version of the KRS. They gave particular attention to ensuring KRS items are appropriate for diverse populations of children, including dual language learners and children with disabilities.

    - In fall 2014, approximately 100 kindergarten teachers piloted this enhanced version of the KRS along with the earlier KRS. AIR is in the process of analyzing the results of the Pilot KRS to determine the validity and reliability of the tool, and to compare responses to the data from the KRS typically administered. The results from the study of the Pilot KRS should be available in March 2015.

In addition to the accomplishments of the grant itself, it is worth noting that during these first eight months, several highly significant developments occurred that are related to, though not a direct result of, the Early Learning Challenge (ELC) grant. In June of 2014, Governor Peter Shumlin signed legislation that ensures funding for ten hours per week of publicly-funded prekindergarten education for all three, four and five year olds (who are not in kindergarten). In early December, Vermont was awarded a Preschool Development Expansion Grant, assuring greater access to high quality preschool for four year olds who are at or below 200% of the poverty level. And, to complete the trifecta, Vermont received word in mid-December that Capstone Community Action and Champlain Valley Office of Economic Opportunity each were awarded federal Early Head Start-Child Care Partnership grants to improve the quality of existing child care programs and expand access to high-quality care for infants and toddlers. These additional investments in young children work together with the Early Learning Challenge grant to support school readiness for children with high needs, and position the state very well to make long term improvements to the systems of support for young children and their families, from prenatal to age eight.

These three achievements further strengthen and expand the strong foundation of statewide support for early childhood that the Early Learning Challenge grant was built upon.

2) LESSONS LEARNED

a. **Things take longer than planned.** From RFPs to posting position openings, everything takes longer than is optimal for the implementation of the grant. Working with several state agencies means negotiating the procedures and protocols of each one for the projects that are collaborative. This takes time, and even our most thoughtful estimates had to be revised several times in order to reflect reality.

b. **We are smarter together.** Creating interagency teams that cross silos – as was done in the writing of this grant, and as is practiced on a regular basis by members of our Implementation Team – has helped to

break down walls and encourage collaboration. When needed, specific project-based meetings are called to enhance collaborative efforts.

c. **TA helps.** Getting assistance from our TA provider helped to move projects forward. We've utilized TA in this first year for *Help Me Grow*, comprehensive assessment, data governance, Promise Communities, and for communications planning and implementation.

d. **Partnering with the philanthropic community is enormously beneficial to our goal of improving school readiness for young children.** The philanthropic community continues to be a visible and crucial partner in the effort to improve the quality, access and affordability of early learning and development programs for young children. Their Let's Grow Kids public awareness campaign educates Vermonters about the importance of the early years and implications of the latest brain science. Vermont Birth to Three (VB3), also funded by philanthropic partners, made possible the remarkable increase in family child care homes that participate in STARS (see Accomplishments). These philanthropic partners paid for the grantwriter for the Preschool Development Expansion grant (as well as the ELC grant), and participate on the Implementation Team, as well as in specific projects.

e. **Partnering with nonprofits** – Our work with VT Birth to Three provides a stellar example of the results of a productive partnership: the percentage of registered family child care homes participating in STARS moved from 25% to 71%, and from a total of 230 homes to a total of 582 homes!

3) CHALLENGES

a. The four month delay in the legislature between when we were awarded the grant and when we could begin drawing down funds and posting positions presented a major challenge to the work. It slowed down every aspect of the grant implementation and has had a ripple effect through the months that followed.

b. Communicating across agencies and departments within state government is challenging.

c. Working with out-of-country contractors is exceptionally difficult and time consuming.

d. Contracting with other states' universities is very challenging and prolongs the process considerably, as their requirements differ from our agency requirements.

e. Revising the Vermont Early Learning Standards (VELS) has taken much longer than anticipated when we started this work two years ago. Creating early learning standards that reflect the full infant through grade 3 continuum of learning and development is a very ambitious task.

f. Great progress made in STARS participation this year also highlights the challenge of keeping rates of participation high in the future, and moving programs from entry levels to higher levels of quality.

4) STRATEGIES

a. To remedy the four month delay, grant deadlines were adjusted in Grads 360, our project management system, and efforts were re-doubled to make up for as much lost time as possible.

b. Regular Implementation Team meetings help tremendously with cross-agency communication. A new team has been created, called the Early Childhood Implementation Coordinating Team, in order to deepen communication channels between the partners on this grant.

c. Grant leadership can be helpful by occasionally playing the role of liaison or interlocutor between agencies to open up communication, and identify shared interests and next steps.

5) COMPETITIVE PRIORITIES

Competitive Priority #4: Sustaining Program Effects into the Early Elementary Grades

This past fall, Vermont entered into a partnership with FirstSchool to pilot a Pre-K through Grade 3 (PreK-3) system that will support children's early learning and development by integrating and coordinating the early childhood birth-5 system with the K-3 system. FirstSchool focuses on improving PreK-3rd grade school experiences for African American, Latino and low-income children and their families. It is affiliated with the Frank Porter Graham Child Development Institute at the University of North Carolina. PreK-3 approach has been shown to be especially effective is sustaining the effects of quality early experiences into the primary grades for children with high needs.

Vermont's partnership with FirstSchool will enable three to five school communities to participate in two and one-half years of extensive professional development (i.e., weeklong summer institute, bi-monthly onsite coaching, and online PreK-3 course). During the first months of this partnership, a cross-agency advisory group that included representatives from the field was formed. FirstSchool staff provided consultation and guidance in planning the PreK-3 Pilot, and the Introduction to PreK-3 Information Session offered in mid-January 2015. The FirstSchool staff presented the Information Session and generated a great deal of excitement for this project. We are now in the application and selection of pilot sites phase of the project. The first summer institute will be offered in early August 2015.

Competitive Priority 5: Addressing the Needs of Children in Rural Areas: Promise Communities

Vermont is developing partnerships with community organizations to address the needs of high risk children in rural areas through the Promise Community initiative. The Promise Community Director, along with the three regional Promise Community Coaches, have been hired and have had intensive training on community engagement and leadership. The staff analyzed reams of population-based data to determine which communities are most in need of the resources that will be provided to Promise Communities. An invitation to bid is being finalized and will be disseminated by mid-February. Six communities will be selected for the first cohort.

An evaluator was selected to evaluate the Promise Community initiative, both in terms of process and outcomes. A contract with the evaluator is currently under development. Members of the Promise Community State Team were involved in the selection process.

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 Governance structure of Vermont's Early Learning Challenge Grant consists of the Early Learning Challenge – Race to the Top State Advisory Council, which meets quarterly, and includes a broad membership of stakeholders statewide.

The Implementation Team, hosted by Vermont's lead agency, the Governor's Office, provides leadership and direct oversight of the progress of the grant, and includes the five major players in the grant's implementation: the Agency of Education, the Child Development Division of the Agency of Human Services, the Department of Health of the Agency of Human Services, Building Bright Futures, and the philanthropic sector. Several of our implementation team members directly oversee programs that serve children from low-income families, or children with developmental delays or disabilities.

Each project is overseen by its project lead, who serves on the Implementation Team. For example, Project 12, *Help Me Grow* is overseen by the Director of Maternal Child Health, who serves on the Implementation Team and on the ELC SAC, thereby assuring consistency of oversight and vision throughout the project. Each project's staff report to the project lead.

Several projects have advisory teams relevant to their particular area of work. These advisory teams meet on an ad hoc basis, as needed for input and feedback in critical issue areas for the project. For example, Project 23, Promise Communities has an advisory group consisting of a broad range of community stakeholders with representatives from libraries, higher education, planning commissions, schools, recreation, businesses, etc. The advisory group met once in fall 2014 to create a broad set of parameters to guide the development of the Promise Communities' application process.

The Grant Director reports to the Deputy Chief of Staff at the Governor's Office; the Project Manager reports to the Grant Director.

The Financial Manager reports to the Financial Director of the Agency of Human Services.

The Grant Administrator for AOE reports to the Director, PreK through Middle Division at AOE; and the Grant Administrator for the Child Development Division (CDD) reports to the Director of Statewide Systems and Community Collaboration for the Child Development Division. The Grant Administrators, the Fiscal Manager and the Grant Director form an “Operations Team” which meets monthly to review progress on project-specific RFPs, contracts, MOUs, and to develop protocols and schedules for sub-recipient monitoring.

Though not specifically part of the governance of the ELC grant, an Early Childhood Interagency Coordinating Team was established to further enhance cross agency and organization collaboration. This group meets monthly, and is composed of the heads of each relevant agency or department from AOE and AHS.

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.

In the first year of the grant, our stakeholder involvement efforts were concentrated in two broad areas.

One area focused on setting up communication vehicles to describe the work of the Early Learning Challenge grant to stakeholders and the general public. Monthly updates, with in-depth information about the progress of our work, are disseminated widely to a broad group of early childhood stakeholders, as well as being posted on our website and sent to the early childhood listserv. In addition, we developed a series of "Fast Fact" sheets, which are one-pagers in an appealing format to catch the attention of a broader audience. Each one presents an overview of a particular project or set of projects in order to help the public at large understand what we are doing, and why it matters. In addition to Fast Fact sheets that are geared to a general audience, we have also developed Fast Fact sheets for specific audiences, including parents and families, early childhood professionals and legislators. The Fast Fact sheets are disseminated through our Building Bright Futures Regional Councils as well as through the grant's Implementation Team. We have also presented to legislative leaders and state agency leads on the work of the grant, to make sure these prominent stakeholders understand the importance of our work.

The second area of our stakeholder involvement revolved around organizing advisory committees and workgroups to guide the successful implementation of grant projects. The composition of these groups and committees ensured participation from representatives of a variety of agencies and organizations that serve young children and families, particularly those from families of low income or those with children who have disabilities or developmental delays.

At the highest level, we established our Early Learning Challenge State Advisory Council. In an effort to leverage existing resources, we built our council off the existing Building Bright Futures State Advisory Council, with the addition of a few critical partners. The BBF State Advisory Council includes representatives from the state agencies of Education and Human Services as well as members of the Vermont legislature. The council also includes at large members, including parents, as well as representatives from higher education, the business community, philanthropy, and advocacy organizations, including those serving children with developmental delays or disabilities. In expanding the council for our grant advisory committee, we added membership from statewide K-12 professional organizations, the statewide Council of Special Education Administrators, and several child advocacy groups.

This process was replicated at the individual project level. First, each project lead considered what existing work groups or organizations were doing similar work, and then what other essential voices needed to be invited to the table. A great example was the creation of an advisory committee for our Promise Communities initiative (Project 24). Because Promise Communities relies on collaboration across many sectors, this initial advisory committee included representation from transportation agencies, parks and recreation, libraries, and arts organizations.

In every aspect of grant implementation we have sought input and feedback from a diverse group of stakeholders. Through our ongoing advisory committees and work groups, those voices will continue to influence the successful progress of the grant over the next few years.

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.

During 2014, several highly significant developments occurred that strengthened our ability to improve school readiness for all young children. In June of 2014, Governor Peter Shumlin signed universal prek legislation that ensures public funding for ten hours per week of preschool for all three, four and five year olds (who are not currently in kindergarten) at pre-qualified school-based or center-based programs.

In early December, Vermont was awarded a federal Pre-School expansion grant, which falls under PreSchool Development Grant Program, assuring greater access to high quality preschool for four year olds. This grant enables qualified programs to improve quality, increase capacity, and expand to full day for students who are in families at or below 200% of poverty. The entire state will be participating in this grant through all seven of the state's Head Start grantees as well as over 28 Supervisory Unions and Districts that will be participating in this grant as subgrantees. As part of the 5% allowable administrative costs for this grant, the Agency of Education will hire two staff members to work with subgrantees, one to oversee the programmatic pieces of the grant and one to provide financial technical assistance to subgrantees on how to blend and braid funding sources to ensure high-quality, full-day programs and services that will be sustainable into the future. Also, the staff will facilitate professional learning networks so subgrantees across the state can share best practices and further enhance quality. This grant will greatly improve the accessibility, quality and dosage of prek programs across the state to improve school readiness.

In mid-December, Vermont received word that we received Early Head Start-Child Care Partnership awards to improve the quality of existing child care programs and expand access to high-quality care for infants and toddlers. In mid-December, Vermont received word that Capstone Community Action and Champlain Valley Office of Economic Opportunity each received federal Early Head Start-Child Care Partnership (EHS-CCP) awards to raise the quality of existing child care in center-based and family child care settings to that of Early Head Start and to expand access to high-quality care for infants and toddlers from low-income families. Capstone's EHS-CCP program will serve 34 Early Head Start-eligible infants, toddlers and their families in Lamoille, Orange, and Washington counties, and Champlain Valley's EHS-CCP program will serve 34 Early Head Start-eligible infants, toddlers and their low-income families in Addison, Chittenden, Franklin, and Grand Isle counties. These additional investments in Early Head Start expand access to high-quality care for infants and toddlers and work together with the Early Learning Challenge grant to support school readiness for children with high needs, and position the state very well to make long term improvements to the systems of support for young children and their families, from prenatal to age eight.

These additional investments in young children work together with the Early Learning Challenge grant to support school readiness for children with high needs, and position the state very well to make long term improvements to the systems of support for young children and their families, from prenatal to age eight.

The Vermont legislature changed the statute of Vermont's Early Childhood Governance Structure, the Building Bright Futures State Advisory Council, allowing them expanded and flexible membership, including designated parent members to serve on the Council.

Participating State Agencies

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

There has not been any change in participation or commitment by any of the Participating State Agencies as described in our State Plan.

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	No
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:	
Center-based	
Family Child Care	

(2) A Comprehensive Assessment System	
Yes or No	No
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:	
Center-based	
Family Child Care	

(3) Early Childhood Educator qualifications	
Yes or No	No
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:	
Center-based	
Family Child Care	

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

(4) Family engagement strategies	
Yes or No	No
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:	
Center-based	
Family Child Care	

(5) Health promotion practices	
Yes or No	No
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:	
Center-based	
Family Child Care	

(6) Effective data practices	
Yes or No	No
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:	
Center-based	
Family Child Care	

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.

Please note: Because this question asks specifically about whether the State has made progress in these areas in the grant year, we have had to answer "No" to each item above. We have not made progress in this grant year **because the state already has each of these five components in its TQRIS. Vermont's TQRIS applies to all types of regulated programs, including Head Start and publicly funded prekindergarten education programs.** All programs participating in STARS are required to have an appropriately endorsed licensed teacher.

Vermont's TQRIS (STARS) was codified as state policy in 2008. It includes:

1) Early Learning and Development Standards: our TQRIS utilizes the Vermont Early Learning Standards.
2) Early Childhood Educator qualifications: our TQRIS utilizes Child and Program Assessment Systems (TS GOLD and ERS).
3) Family Engagement strategies: our TQRIS utilizes a Families and Communities arena, including a Strengthening Families and a Leadership focus.
4) Health Promotion strategies: our TQRIS includes some elements of health promotion such as credit for participating in the USDA Child and Adult Care food program. During this grant year, Vermont's ELC grant is now funding bonuses to STARS early learning and development programs for providing nutritious meals and/or snacks.
5) Effective Data Practices: The Child Development Division has a comprehensive data system, the Bright Futures Information System (BFIS), which documents critical information such as programs in STARS and their star levels, enrollment of children receiving subsidy, and grants and payments made to participating programs. Please also note final paragraph below with more information about evaluation.

We also left blank the final section about whether the State made progress during the grant year in ensuring meaningful and effective Program Standards. However, the Early Learning Challenge grant is supporting a formal evaluation of STARS. A Request for Proposals was issued in 2014 to identify an organization to conduct the evaluation. The successful bidder for the STARS evaluation was Child Trends. A contract for this work will be executed early in 2015. **Results of this evaluation will inform enhancements and improvements to our TQRIS** related to measurable standards, meaningful differentiation between tier levels, and other research questions related to ensuring the quality of Vermont's TQRIS.

The STARS Oversight Committee is a statewide standing committee that includes representatives from state agencies and stakeholder groups. This committee is charged with monitoring the implementation and quality of STARS. A STARS Evaluation Committee was formed to focus specifically on informing and providing feedback to the upcoming STARS Evaluation.

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 state partnered with Vermont Birth to 3, a privately funded initiative that supports and incentivizes family child care home providers to enter the TQRIS (STARS). The work of this organization, that includes peer mentoring and financial incentives, has been a major reason that participation of family child care homes in STARS has increased from 25% to 71%, from a total of 230 homes to a total of 582 homes. VB3 and the state have an ongoing commitment and agreement to implement strategies to assist the new entries into STARS continue on their pathway to improve program quality and to appreciate the value of STARS participation.

In addition, Vermont substantially increased both the number and the percentage of its child care programs in STARS, increasing from a baseline of 597 programs with 42% in STARS, to 986 programs and 72% in STARS. Vermont's center-based programs alone also increased in number and in participation in STARS, moving from baseline of 367 to 404, and from 69% to 74% participation.

The CDD (Child Development Division) also manages a grant with the Vermont Association for the Education of Young Children to support child care centers seeking to become part of STARS or increase STARS level and quality. This work by VAEYC and the work of the Vermont Child Care Providers Association (VCCPA) have also contributed to program quality improvements and STARS participation.

In 2014, ELC funds helped build upon the practice of awarding one time incentive payments to programs who achieve a higher STARS level, by providing 80% of the award amount annually to programs that maintain their STARS level. In addition, ELC funded bonuses for providing nutritious meals and/or snacks. There are ELDPs that have returned to STARS participation due to these payments. In general, bonuses for STARS participation and for nutritious meals and snacks have been greatly appreciated by STARS participating programs.

In addition to these policies to generally encourage participation in STARS, targeted efforts are underway to encourage specialized child care services--which care for children most at risk--to participate in STARS.

Specialized child care services (SCC) have been developed in Vermont to help families with children with high needs access enhanced early learning and development programs to help their children succeed. Using the existing Children's Integrated Services (CIS) system, funding was increased in 8 of 12 regions to bring CIS Child Care Coordinator positions from part-time to full-time, giving each region the capacity to better work with high risk families.

A second task is to revise the current SCC standards to ensure providers are able to provide high quality services specific to high needs children. The first meeting of the SCC Work Group was held on January 9, with representation from the Child Development Division, the Agency of Education, child care providers, CIS Child Care Coordinators, advocacy groups, and others. Using the Results Based Accountability (RBA) process, potential new performance measures were developed, with the next steps to prioritize these measures and develop a work plan that addresses each measure. A follow-up meeting is planned for March. Once new standards have been established, the additional child care financial assistance funding for SCC providers, currently at 7%, will be raised to 10% for providers who meet the new standards.

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	268	100.00%	273	100.00%	278	100.00%	283	100.00%	288	100.00 %
Early Head Start & Head Start[1]	42	93.00%	44	98.00%	44	98.00%	45	100.00%	45	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	597	42.00%	851	59.00%	993	68.00%	1,156	80.00%	1,372	95.00%
Other 1	367	69.00%	398	75.00%	450	85.00%	477	90.00%	504	95.00%
Describe:	Center based programs only									
Other 2	230	25.00%								
Describe:	Home based programs only									
[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	268	268	100.00%	285	285	100.00%			
Specify:	State-funded Preschool								
Early Head Start & Head Start[1]	45	42	93.00%	59	56	95.00%			
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	1,435	597	42.00%	1,371	986	72.00%			
Other 1	530	367	69.00%	547	404	74.00%			
Describe:	Center based programs only								
Other 2	905	230	25.00%	824	582	71.00%			
Describe:	Home based programs only								

[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:						
Other 2						
Describe:						

[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.

Vermont's children eligible for IDEA, Part C attend inclusive regulated programs with typically developing peers. We do not fund separate programs under this funding source.

Vermont's children eligible for IDEA, Part B, section 619 attend inclusive publicly funded prekindergarten education programs with typically developing peers. We do not fund separate programs under this funding source. The same is true for Title I under ESEA.

State-funded prekindergarten education programs include public school operated and privately operated programs that are qualified to provide publicly-funded PreK services. This data is extracted from the TQRIS data system and represents self-reported participation by the programs - private and public.

In 2015, a prequalification application process was established to verify that early learning and development programs seeking to provide publicly funded PreK met all of the standards required for approval as a PreK education program. This “prequalification process” is in accordance with the requirements of Act 166, and includes requirements for teachers, curriculum and quality rating. It is part of the state’s efforts to ensure high quality prekindergarten education is provided in all publicly funded preK programs.

The data on the Head Start and Early Head Start programs includes programs fully funded by Head Start, and programs that receive Head Start services through partnerships with Head Start grantees. 32 of the programs were operated by Head Start grantees, while 27 programs were partnerships.

Other 1 is an isolated group of the number of programs receiving CCDF funds - it represents only the licensed center based programs in Vermont participating in the QRIS program. Other 2 is also another isolated group and includes only registered home based programs in Vermont participating in the QRIS program.

The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year (so for this report 12/31/2014). These numbers exclude the school age programs from our numbers.

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.

In the application, we did not set targets for home based child care providers as a separate group. In 2014, we made significant progress in increasing the numbers of homes participating in STARS, so we have included baseline for 2013. We will continue to use the targets for overall CCDF programs.

2014 highlights include:

- Vermont substantially increased both the number and the percentage of child care programs in STARS. In Sept 2013, 597 programs participated in STARS, representing 42% of all child care programs. In Dec 2014, 986 programs participated in STARS, representing 72% of all programs.
- Vermont's center-based programs alone also increased in number and in participation in STARS, moving from baseline of 367 to 404, and from 69% to 74% participation.

- Thanks to a partnership with the non-profit Vermont Birth to 3 (VB3), the percentage of registered family child care homes participating in STARS moved from 25% to 71%, and from a total of 230 homes to a total of 582 homes!
- Vermont increased the number of state funded preschool programs from 268 to 285, all of which must be in the top quality tiers in our STARS system. Likewise, we increased the number of Head Start and Early Head Start programs, and increased slightly the percentage of those programs in STARS to 95%.

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.

ERS PROGRAM RATING

Vermont's TQRIS uses the Environment Rating Scales (ERS) as the primary program assessment tool and CLASS, a widely respected measure of adult-child interactions and practices, is also an option for programs that have been successful with the ERS. Two Anchor Assessors for ERS were hired in December of 2014. They will ensure reliable assessment results and improve the quality and timeliness of these assessments. The Anchor Assessors will provide a “gold standard” upon which other ERS assessors can be measured for reliability. Additionally, the Anchor Assessors will provide support and ongoing mentoring to the state's other current ERS assessors. This increased quality of ERS assessment results will become part of an overall coordinated system of program monitoring.

PREK MONITORING

Vermont has offered publicly funded prekindergarten education (PreK) since the passage of Act 62 in 2007. PreK is offered in various settings (e.g., public schools, Head Start, center and family child care programs, private preschools). All programs that offer PreK must meet the same program quality standards which include either national accreditation or 4 or 5 stars in Vermont's TQRIS. In 2014 the Vermont legislature passed, and the governor signed, a new PreK bill that closes loopholes found in the earlier PreK law, prioritizes families' decision making, and further solidifies universal access to Prek for all 3-5 year olds. This new law also requires establishing a PreK monitoring system which will be developed through the Early Learning Challenge grant and sustained thereafter.

As noted above, Vermont’s new universal access to publicly funded prekindergarten education (i.e., Act 166) closes loopholes created by its predecessor, Act 62. Under Act 62, school districts could opt to offer publicly

funded prekindergarten education (PreK) or not. School districts could also limit PreK to just four-year-olds. The new PreK law establishes publicly funded PreK as an entitlement to all three, four, and five year olds not enrolled in kindergarten.

Vermont's PreK monitoring system will build on existing monitoring structures (e.g., STARS, licensing visits), pull data from our emerging comprehensive assessment system, and move towards a multi-tiered monitoring system. Information will be gathered through desk and onsite monitoring visits. The purpose of Vermont's monitoring system will be to provide feedback to programs for their continuous improvement.

The plan for creating and implementing Vermont's new PreK Monitoring System was to issue a Request for Proposals (RFP) for a PreK Monitoring System Coordinator who would lead this work. However, the RFP was issued twice, and on both occasions no bids were made. The plan is to now to separate the design, piloting, and evaluation activities from the implementation of a new PreK monitoring system. The design will be through an RFP and the implementation will be through a state coordinator level position. Since we received permission from our federal Program Officer to restructure our proposed Pre-K Monitoring project late in 2014, we are now pursuing a contract with a national organization for developing and structuring a monitoring system, and have submitted a request to create a limited service position within the Agency of Education to implement the new monitoring system on the ground.

In 2015 we will design and pilot Vermont's PreK Monitoring system. The system will be completed by 2016, when Vermont's new law, Act 166, will be fully implemented.

MAKING RATING AND MONITORING MORE PUBLICLY AVAILABLE

Currently, families are informed about Vermont's TQRIS through printed brochures that explains the components of the system and the ratings. Families may log onto the Bright Futures Information System to find early learning and development programs by their TQRIS level. This site also will provide information on which programs are prequalified to provide publicly funded prekindergarten education.

There currently are no concrete plans for how the findings from the PreK Monitoring system will be reported to families since that system is still in the early stages of development. What we do know if that we will need to include a format and vehicle for communicating those findings to families.

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
5

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	54		2			95	319
TQRIS Programs that Moved Down at Least One Level	5		1			15	34

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 is based on STARS (State TQRIS Tiers) awards and expiration extracted from the state's child care data system (Bright Futures Information System) and represents data from the calendar year. The number of programs moving up in the past year includes those programs that have entered into the QRIS system for the first time, or back into the system, as well as those moving up a level. The number of programs moving down include those that have closed, or left the TQRIS system.

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)	
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)	
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)	
Early Learning and Development Standards	
A Comprehensive Assessment System	
Early Childhood Educator qualifications	
Family engagement strategies	
Health promotion practices	
Effective data practices	
Program quality assessments	

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.

As noted in section B1, Vermont's TQRIS already includes the above elements and there are ongoing strategies in-place process to oversee and make adjustments to continually improve the TQRIS. However, the key work to prepare for a formal evaluation/validation of STARS also began in 2014 and the contract to evaluate all of the key elements of the TQRIS will help Vermont identify areas to improve.

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.

		Targets				Actuals			
Type of Early Learning & Development Program in the State	**Baseline**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Total number of programs covered by the TQRIS	596	668	825	975	1,220	986			
Number of Programs in Tier 1	77	104	142	191	251	285			
Number of Programs in Tier 2	100	119	169	202	282	187			
Number of Programs in Tier 3	112	129	189	234	305	158			
Number of Programs in Tier 4	139	146	158	182	220	145			
Number of Programs in Tier 5	169	170	177	195	244	211			

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.

Data is accurate and gathered from the Child Development Division, Bright Futures Information System (BFIS). Participation in STARS is directly linked to quality bonus payments and to child care financial assistance rates paid on behalf of enrolled children. BFIS captures this information and reports can be generated from this information.

Data represents the number of centers and homes caring for birth to age 6 that are participating in the QRIS as of 12/31/2014.

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.

We have met and exceeded our goal for the first year and our work will continue to support engagement and movement up in STARS. Particularly impressive are the jumps in program numbers overall. We've exceeded our target in Year 1, for total number of programs enrolled in STARS for Year 3. There were also significant jumps in Tiers One and Two and Five. In the top three tiers of STARS, we moved from 420 baseline to 514.

We will make an intentional and purposeful effort made to ensure programs stay in STARS and move up and/or maintain a high star level.

In addition, we will consider including more ambitious targets in B 4 c 1 in our application to USDOE.

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	4,114	100.00%	4,155	100.00%	4,196	100.00%	4,238	100.00%	4,281	100.00%
Early Head Start & Head Start[1]	1,890	100.00%	1,890	100.00%	1,890	100.00%	1,890	100.00%	1,890	100.00%
Programs funded by IDEA, Part C	808	44.00%	1,010	55.00%	1,377	75.00%	1,836	100.00%	1,836	100.00%
Programs funded by IDEA, Part B, section 619	1,337	100.00%	1,350	100.00%	1,364	100.00%	1,378	100.00%	1,391	100.00%
Programs funded under Title I of ESEA	2,733	100.00%	2,760	100.00%	2,788	100.00%	2,816	100.00%	2,844	100.00%
Programs receiving from CCDF funds	2,721	44.00%	3,064	50.00%	3,677	60.00%	4,167	68.00%	4,597	75.00%
Other 1	1,001	100.00%	1,011	100.00%	1,021	100.00%	1,031	100.00%	1,042	100.00%
Describe:	Early Education Initiative Grant Programs									

[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	5,711	4,114	100.00%	5,871	5,871	100.00%			
Specify:	Publicly Funded PreK								
Early Head Start & Head Start[1]	1,890	1,890	100.00%	1,685	1,685	100.00%			
Programs funded by IDEA, Part C	298	808	44.00%	341	222	65.00%			
Programs funded by IDEA, Part B, section 619	998	1,337	100.00%	977	977	100.00%			
Programs funded under Title I of ESEA	2,733	2,733	100.00%	2,639	2,639	100.00%			
Programs receiving from CCDF funds	6,184	2,721	44.00%	5,091	2,744	54.00%			
Other 1	1,001	1,001	100.00%	1,031	1,031	100.00%			
Describe:	Early Education Initiative Grant 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 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						
Other 1						
Describe:						

[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.

NOTE regarding IDEA Part C, Part B, and Title 1: We did not include data for these in table B 2 c because that chart asks about programs, and we do not have any specific programs for these funding sources because we practice full inclusion. However, table B 4 c 2 asks about children, so we have reported on the number of children receiving these funds. It important to note that these children are served in state funded pre-school, Head Start, and CCDF funded programs, so the numbers are duplicated within those counts.

In Vermont, PreK is universal and inclusive. Except for age, it does not target specific populations. Therefore, we have listed the total number of children in publicly funded preK for each respective school year. Children with high needs are all in high quality programs, because we require all publicly funded preK programs to be in the top tiers of TQRIS. By "top tiers" of our TQRIS, we mean programs that have achieved four or five stars. Programs that have achieved three stars, and have an approved plan in place to achieve four stars within two years, are also eligible for public funding of PreK.

Data Source for publicly funded PreK: School Census on October 1 each year; baseline SY 12-13 and Year One SY 13-14.

Note regarding: 100% of state funded preschool program in top tiers:

Though it is a requirement that PreK programs must be at the highest level of STARS in order to receive public funding, if a program is nationally accredited and chooses not to participate in STARS, that program would still qualify for public PreK funds. For that reason, although there is slightly less than 100% STARS participation, we can be sure that all publicly funded PreK programs are of the highest quality.

Head Start Year One Actual data comes from the Head Start Program Information Report for the 2013-2014 Program year; data as of 9/26/2014.

PLEASE NOTE: The number of children that are funded in IDEA Part C was originally reported based on all children receiving some service of IDEA Part C, and self reporting of case managers. This resulted in very inaccurate number for the baseline and targets. For actuals for Year One (and going forward) we used the child care financial assistance database, so that we can gather much more accurate data. This data is extracted from Vermont's Bright Futures Information System enrollment data on children who are have service needs of protective service or child with special health need and receive IDEA Part C.

Data Source for Part B, 619 is: Child Count December 1, 2012 and 2013 respectively. The numbers that are presented above are limited to the children in inclusive settings. All inclusive settings must be at the higher tiers of STARS in order to receive state funding. PLEASE NOTE: The targets in the application included all children regardless of setting. In 2012-13, 1349 children received Part B, section 619 services and our inclusion rate was 74%. In 2013-14, 1269 children total, of whom 77% was the inclusion rate.

Data Source for Title I: Title I Participation Report for the 2013-14 school year

CCDF funded programs: The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year (so for this report 12/31/2014). These numbers exclude the school age programs from our numbers.

Data Source for Early Education Initiative: Early Education Initiative Annual Reports (July 2014 for SY 2013-14) from grantees.

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.

Publicly funded preK (which includes children receiving Part B, 619 and Title 1 funds) and Head Start are automatically in the top tiers of our TQRIS, which means that our percentage of children with needs served in the highest quality programs will remain 100 throughout the four years of the grant. We have over 150 more children being served in publicly funded preK in Year One, which means more children benefit from higher quality experiences.

PLEASE NOTE: The number of children that are funded in IDEA Part C was originally reported based on all children receiving some service of IDEA Part C, and self reporting of case managers. This resulted in very inaccurate numbers for the baseline and targets. For actuals for Year One (and going forward), we used the child care financial assistance database, so that we can gather much more accurate data. As a result, actual numbers fluctuate greatly from the targets; however, the *percentages* of children in high quality care in 2014 meet or exceed every target. (We will submit an application to USDOE to revise targets and baselines accordingly.)

PLEASE NOTE: For Part B, 619, the targets in the application included *all* children regardless of setting. Because of this, the actual number of children reported in high quality settings is significantly less than what was in the application, but the *percentage* of children in high quality programs is still 100%.

Our biggest goal in this category is to increase the percentage of children with high needs participating in high quality CCDF programs. We met our target for year one and will continue to work toward our goal of 75% of children with high needs in year four.

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.

A STARS Evaluation Committee met during 2014 and contributed to the creation of the RFP for an evaluation/validation of STARS. Early in 2015, Child Trends was selected as the successful bidder and a contract for the evaluation will be executed in February, 2015. We anticipate the plan for evaluation will take place over the next two years. The plan will be submitted to Federal RTT-ELC grant monitors for approval. Results of this evaluation will inform enhancements and improvements to our TQRIS related to measurable standards, meaningful differentiation between tier levels, and other research questions related to ensuring the quality of Vermont's TQRIS.

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.

Vermont has been engaged in a process to re-conceptualize and revise Vermont's Early Learning Standards (VELS) since 2012. At that time, the VELS Revision Committee was created to work alongside staff from the Agency of Education and the Department for Children and Family. This 24 member committee oversees the VELS revision work. The Committee first debated and then decided that the new VELS should reflect the full continuum of early childhood, from infancy through third grade. The domains of the new VELS were identified and included the "essential domains of school readiness". A First Draft of the new VELS was completed and submitted with Vermont's Early Learning Challenge grant proposal in October 2013.

In 2014, Vermont contracted with Catherine Scott-Little, a national expert on state early learning standards to review Draft 1. Her review indicated that while the plan to have early learning standards that reflect the entire early childhood continuum (infants through grade 3) was sound, there was a need for serious rethinking and rewriting of the standards and indicators. In July of 2014, the VELS Committee decided to essentially scrap Draft 1 and start anew. The major changes included: creating five rather than three age groups for 0-5, only including key indicators, aligning the 0-5 standards with the Next Generation Science Standards (Vermont adopted these in 2014) and with state approved K-3 standards in other domains (e.g., Grade Expectations for the Arts). It was also decided to have a separate domain for Approaches to Learning. The sections that were kept and improved from Draft 1 were the Principles, incorporating the Head Start Child Outcomes Framework, and aligning with the K-3 Common Core State Standards in English Language Arts and Mathematics.

Draft 2 of most of the domains in VELS was shared with the VELS Revision Committee and Dr. Scott-Little in December 2014. The feedback on Draft 2 has been very positive. Although some "fixes" are needed, these are relatively minor. This Draft 2 did not include a few of the domains (e.g., Approaches to Learning, Social and Emotional Development) that are still in process; these will be completed and reviewed by the Committee and Dr. Scott-Little in January-February of 2015.

The next phase the new VELS will undergo is to become state policy. The new VELS will be posted for public comment, changes made as needed, and then submitted to the Vermont State Board of Education for adoption in the spring of 2015.

The VELS Committee has already begun discussing the implementation of the new VELS. The Committee's discussions of how to “publish” the new VELS so that they can be readily used by early childhood professionals serving children across the full early childhood continuum in a variety of settings has resulted in our turning to technology. Rather than publish a booklet of the new VELS, the Committee supports creating an interactive online VELS that enables users to see the full Infant-Grade 3 continuum for a specific standard or domain, or to isolate the standards by one or more age groups. Webinars for teachers and administrator on understanding the VELS, examples of how the VELS look in practice, and other professional development materials will be posted on the VELS website. Additionally, information for families on the new VELS will eventually become part of the VELS website. The online VELS will not alter our plans for publishing a paper-based family guide and calendars for families by age grouping.

Revising the VELS has taken much longer than any of us anticipated when we started this work two years ago. Creating early learning standards that reflect the full infant through grade 3 continuum of learning and development is a very ambitious task. Despite some setbacks and delays, the Committee continues to believe that Vermont's standards should clearly articulate the continuity of learning and development across children's first eight years.

Comprehensive Assessment Systems (Section C(2) of Application)

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	Yes
Articulate an approach for aligning and integrating assessments and sharing assessment results	
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

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

The starting points for developing a comprehensive early childhood assessment system were (1) recruiting and hiring a half-time Early Childhood Assessment Consultant, and (2) creating in-state capacity to provide high quality professional development on one the assessments measures (i.e. Teaching Strategies GOLD) Vermont has selected. We have accomplished both of these activities.

After a couple of failed attempts to recruit an early childhood assessment consultant this summer and fall, we hired a knowledgeable and talented individual to lead this work in November. In addition to becoming an accredited trainer in Teaching Strategies GOLD (TSG) and organizing TSG trainings, she has delved into the work of designing Vermont's comprehensive early learning assessment system. A Task Force of experts in early childhood assessments (i.e., infants through grade 3) from across various programs (e.g., Head Start, PreK, Vermont Birth to 3, TQRIS/STARS, health) has been formed to work together to design a comprehensive system. The Task Force had its first meeting on January 21, 2015.

The second major activity we implemented was to create a cadre of experts in assessment measures that will be incorporated into Vermont's comprehensive early childhood assessment system. This past summer we contracted with Teaching Strategies Gold to conduct their Accredited Trainer Program (ATP) in Vermont. Training experienced educators to become accredited TSG trainers will build state capacity and sustainability. The result of the ATP is that Vermont now has five accredited TSG trainers to offer the 2-day introductory session, and ten accredited TSG trainers to offer the more advanced Step 2, Step 3, and Step 4 sessions. Additionally, these accredited trainers are able to offer onsite coaching on TSG. These TSG training sessions provide educators with information and experiences on how to implement TSG with fidelity, interpret the data, and use results to inform practice and communicate with families.

In a related "building state capacity" activity not funded through the Early Learning Challenge grant, the Agency of Education conducted a Train-the-Trainer session on the Ages and Stages Questionnaire (ASQ) with over 20 early childhood professionals. Vermont has selected ASQ and ASQ-SE as the state's common screening tools. ASQ is used by pediatricians in well child visits, early interventionists, teachers in early learning and development programs, and by educators conducting Child Find. More information on screening and Vermont's cross-agency efforts to coordinate data collection and reporting can be found in section C3. Utilizing Vermont's

Health Department Developmental Screening Registry data and forging new data partners include the Building Bright Futures Data and Evaluation Committee, the AOE's newly formed comprehensive assessment workgroup ensures coordination and efficiency in screening and early identification efforts across health, education, and care settings.

During 2015 the Task Force will design Vermont's comprehensive early childhood assessment system. The trainings on the Classroom Assessment Scoring Scales for Toddlers, Preschoolers, and K-3 will be offered along with continued TSG trainings. Vermont will also begin to implement the Expanded TSG which goes up to 3rd grade and incorporates the Common Core State Standards.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

Child Health Promotion	
Establishing a progression of standards for ensuring children's health and safety	Yes
Ensuring that health and behavioral screening and follow-up occur	Yes
Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards	Yes
Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards	Yes
Promoting healthy eating habits, improving nutrition, expanding physical activity	Yes
Leveraging existing resources to meet ambitious yet achievable annual targets	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.

Vermont C3 team meets monthly to assure that our collective work to meet the goals of C3 in the Early Learning Challenge-Race to the Top grant are aligned and connected. The primary focus of this group is to align:

1) Home visiting
2) Developmental screening including data repository and *Help Me Grow* implementation
3) Health and Safety consultation in child care with special emphasis on nutrition and physical activity
4) Early Multi-Tiered System of Support approach to the socio-emotional needs of high needs children in early care and education settings

1) **Home Visiting:** Vermont hired the two full time positions funded through the grant. Ann Miles has been hired as the Home Visiting Coordinator in Child Development Division of the Department for Children and Families (DCF) and John Burley as the Data Analyst in the Department of Health (VDH). These two staff, along with representatives from Children's Integrated Services (CIS) and the LAUNCH project, meet every other week to ensure collaboration on Vermont home visiting.

We are in contract negotiations with the University of New South Wales to purchase and implement the Maternal Early Childhood Sustained Home visiting (MECSH) program. This program will be implemented through the home health agencies, starting in six agencies. We anticipate a March 15 start date for the contract, with on-site training conducted in May.

We are developing a contract with Parents as Teachers (PAT) to purchase and implement this family support worker based home visiting program. We will be working with the 15 Parent Child Centers to implement PAT. Estimated start date for the contract is May 1, with staff training anticipated for June or July.

DCF and VDH are working together to develop a data system that will support the data needs of both MECSH and PAT. Both programs require annual reporting to ensure programs are being implemented with fidelity.

Once the CIS MMIS care management is in place, we anticipate moving data from the VDH system into MMIS. The data system will also help coordinate home visiting efforts led by other agencies, including the Department of Health's Maternal, Infant, Early Childhood Home Visiting (MIECHV) funded programs. The coordination of home visiting programs, and the creation of a data system to track progress, helps ensure that evidence based home visiting services that meet the needs of families are available to pregnant women and families with young children throughout Vermont.

Vermont's home visiting programs are aligned with the outcomes developed by the Vermont Home Visiting Alliance, which includes representatives of home visiting programs that are funded by MIECHV and the LAUNCH grant.

2) Developmental screening including data repository and Help Me Grow implementation

Planning for the *Help Me Grow* (HMG) Vermont system implementation this past year has been successful; key partnerships have been established to address the four HMG core components: central point of access, child health provider outreach, community outreach, and data collection and analysis. Key Help Me Grow Vermont partners include: VT 2-1-1 for the central access HMG call center, the Building Bright Futures Council and Regional Coordinators for community outreach, and the Vermont Child Health Improvement Program (VCHIP) for provider outreach as well as HMG data collection and reporting.

Following a successful November HMG National Center staff site visit at Vermont 2-1-1, planning is well underway for the 2-1-1 HMG call center and for hiring and training three HMG care coordinators. The call center will provide personalized model care coordination - offering a “go-to” place for family members and providers seeking information, support, community resources and referrals. Staff will answer family's questions about their child's development and behavior and offer parent education resources, developmental screening when appropriate, and linkages to community resources and programs. The call center is scheduled to be launched in July 2015.

Our partnership with Building Bright Futures Council (BBF) to launch the *Help Me Grow* (HMG) initiative aligns with and builds on existing BBF community outreach and networking activities. The BBF Regional Coordinators will assist with implementing specific HMG community outreach activities and community and family events. These outreach and networking opportunities will provide real-time, on the ground, sharing and exchanges of community information/resources that will inform the Vermont 2-1-1 resource and referral system. A second HMG National Center staff site visit (following the November HMG National staff site visit to BBF) is being planned for spring 2015, in collaboration with the BBF Regional Coordinators, to be held in the southern region of the state to plan for HMG outreach activities. Additionally, planning has begun for BBF to house the HMG Vermont website which will offer a clearinghouse of early childhood information and resources, an online portal connection to the VT 2-1-1 HMG call center, and national, web-based and text parent education resources. The BBF partnership provides a key example of how VT has leveraged the resources we have in order to strengthen our ability to improve outcomes for children and families.

Our partnership with the Vermont Child Health Information Program (VCHIP) is for two HMG core components: 1) child health provider outreach and, 2) HMG data collection and analysis. Leveraging resources and aligning with Project LAUNCH, we are using (VCHIP) for training in developmental screening for HMG health and education provider outreach. VCHIP training will educate providers about the role of HMG care coordinators for referrals and connection to resources. Additionally, VCHIP will assist with training and piloting our new Health Department Developmental Screening Registry (spring 2015 under Project LAUNCH). Child health providers will be trained to administer the Ages and Stages Social Emotional Questionnaire and enter screening results in the

Registry. The first cohort of early care and education (ECE) centers have been trained in developmental screening, talking with parents about concerns, and in helping parents track their own child's developmental milestone. The Center for Disease Control and Prevention's “Learn the Signs. Act Early.” Program resources and materials are being utilized, and the new “Watch Me Thrive!” online training for ECE providers has been approved by Northern Lights for CEU's. The second cohort of 20 ECE centers has just begun with 40 practices to be trained over 2 years. Next steps include VCHIP to train the HMG call center care coordinators and home based ECE's in developmental screening and in use of the registry.

Utilizing VCHIP for HMG data evaluation will allow Vermont to report on required HMG National Common Indicators as well as utilize Vermont's Health Department Developmental Screening Registry data. Additional HMG data partners include the Building Bright Futures Data and Evaluation Committee, as well as AOE's newly formed comprehensive assessment workgroup to ensure coordination and efficiency in screening and early identification efforts across health, education, and care settings.

Our Health Department has made great progress this year in the development of our developmental screening registry (part of our immunization registry) that will include screening results for the Ages and Stages Questionnaire(ASQ), Ages and Stages Questionnaire-Social Emotional (ASQ-SE), and the Modified Checklist for Autism in Toddlers (M-CHAT). Now in the test phase (nearing completion), the developmental screening registry will offer a state-wide data collection system with reporting features for primary care providers including: a screening history report, screening follow up status, and practice children due for screening (according to the American Academy of Pediatrics Bright Futures Periodicity schedule). The intent is for primary care providers to use the registry features to help them improve developmental screening rates overall for children in their practice and to utilize the data to get credit for improved screening rates (under the Vermont Blueprint for Health Care Reform). We will additionally import developmental screening data from Early Head Start programs, beginning with Champlain Valley Head Start. We anticipate being able to report on HMG National Common Indicators and developmental screening rates utilizing our registry data in 2016.

3) Health and Safety consultation in child care with special emphasis on nutrition and physical activity

Rosemeryl Harple, BSN, CCM, RN was hired in August 2014 to lead and coordinate the Child Care Wellness Consultant program. Much of September and October were spent aligning the program with internal VDH, CDD and CIS resources. In November a full day training retreat brought together 13 RNs to review the extensive workflow process updates and learn more about nutrition and physical activity resources (including CACFP, NAPSAC, WIC, IMIL, Let's Move Child Care, to name a few) available to child care programs throughout the state. A makeup training session was given to the 4 remaining RNs unable to attend in November. Initially the program was marketed with an announcement to the more than 1,500 registered/licensed child care programs throughout the state via the Child Development Division's list-serve. To date, 16 referrals have been received from a variety of programs, serving more than 300 children. Work to market the program continues, leveraging many instrumental partners to spread the word, including but not limited to, the Early Childhood Comprehensive Systems Coordinator at AHS, Child Development Division, the Children's Integrated Services Outreach Coordinator, the MCH Coordinators across the state, Northern Lights, Head Start, Child Care Resource and Referral agencies, Building Bright Futures, VAEYC, state district offices MCH Coordinators, Vermont Child Care and Career Council, The Caring Collaborative, Let's Grow Kids, the Early Childhood Alliance and *Help Me Grow* VT.

A Child Care Wellness Consultant team intranet site was developed and launched for CCWCs to ensure consistent evidence-based approaches to various health and safety concerns, such as

inclusion/exclusion/infectious disease prevention, safe sleep, sanitizing and disinfecting (to name a few) with an initial emphasis on nutrition and physical activity/prevention of childhood obesity and utilizing medical and dental homes.

A collaboration with Northern Lights Career Development Center (provides professional development and career ladder opportunities to early childhood professionals) is underway to offer child care program training on various health and safety subjects. Eight RN Child Care Wellness Consultants are currently registered with the Northern Lights Instructor Registry.

In the remaining three years of the grant funding, the goal is to increase the number of child care program consultations, continue marketing the program to various stake-holders, train the Early Childhood Care Coordinators for VT 2-1-1 about the process for referring interested child care programs to RN consultants, continue professional development of current 17 RN Child Care Wellness Consultants, recruit for additional RN Child Care Wellness Consultants as needed to meet the referral demand and research and implement a method for sustainable funding through the state legislature. Plans are in place to work closely with CDD as the licensing regulations are updated to incorporate language about RN Child Wellness Consulting and/or linkage mandated through the current TQIRS STARS system.

4) Early Multi-tiered System of Supports approach to the social, emotional, and learning needs of all children, inclusive of children with high needs and disabilities in early care and education settings

Early MTSS, a tiered framework of universal promotion, prevention and intervention, is the model for delivering a comprehensive range of evidence based practices, strategies and resources to families and early childhood practitioners with the goal of improving early learning, social and emotional well-being, and competence for Vermont's young children birth through age 8. Early MTSS aligns the extensive research, materials and practices developed by the Center for Early Literacy Learning to support early learning.

RTT ELC funds support the scale up and sustainability efforts of an Early Multi-Tiered System of Supports (Early MTSS) that has been supported since 2008 through the State Personnel Development (USDOE SPDG #3 and SPDG #4). To ensure implementation and sustainability of evidence based practices supporting young children's social and emotional competence and well-being, we have conducted a series of meetings at the state, regional and local levels to build the capacity for leadership and organizational systems design in Early MTSS. In addition, meetings have begun at the state level between Early MTSS and the Building Bright Futures state director to support systems design in each of Vermont's 12 Building Bright Futures Councils in order to develop a shared understanding and readiness to adopt and implement Early MTSS and its processes.

A state cadre of eight Early MTSS trainers and coaches have been identified and under contract with the AOE. Early MTSS cohort 1 (which includes three regions and five pilot sites) leadership teams and program administrators are receiving training and systems coaching focused on systems building which aligns with the Agency of Education K-12 MTSS initiative. Cohort 1 site early childhood practitioners are receiving content training through a train-coach-train model that is based on the Pyramid Model, a tiered framework of evidence-based practices (EBP) developed by two national, federally funded research and training centers: the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI). To assure consistency with quality standards, one of the criteria for local early childhood programs to become an Early MTSS cohort site is: *"Maintain 4/5 STARS or NAEYC accreditation standards as required by Vermont's quality recognition system for registered family child care providers and/or licensed early childhood programs (including Head Start and Act 166 (public preK prequalified programs)."*

The Early MTSS state cadre of trainers and coaches are receiving on-going professional development by contracted national experts in systems design, implementation science and practice-based coaching to fulfill their requirements as trainers and coaches. Data is being collected, analyzed and reported on the effectiveness of Early MTSS at the trainer, coach, program, regional, state, child and family levels.

Early MTSS collaborates with and supports several other projects within ELC to further improve child outcomes. Early MTSS trainers and coaches are recognized in Mentoring Advising Teaching Coaching Consulting Helping (MATCH) (Project 15) Professional Development system. ELC Early MTSS and MATCH are working together to provide the necessary connections to recognize trainer/coach/consultant qualifications, competencies and practice across early childhood PD sectors. MATCH is undergoing an evaluation to improve its system via ELC. Early MTSS also aligns with *Help Me Grow* (Project 12), and project leads meet monthly to more closely reinforce each other's efforts. HMG provides the first open door for young and their families through its 2-1-1 help line; Early MTSS then provides needed supports and practices for early childhood practitioners and families to better meet the needs of all children, especially those at risk or with disabilities. Early MTSS also works closely with Project 10, Comprehensive Assessment. Early MTSS collects child progress data, teacher implementation data, and program-wide systems data through a variety of measures, including Ages and Stages Questionnaire (ASQ), The Pyramid Observation Tool (TPOT), Social Skills Improvement System (SSIS) and Early MTSS Program Inventory (systems tool). These efforts align with, and are supported by, our Comprehensive Assessment work.

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

		Targets				Actuals			
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Number of Children with High Needs screened	12,660	13,326	13,770	14,214	14,659	12,660	12,789		
Number of Children with High Needs referred for services who received follow-up/treatment	7,596	7,976	8,375	8,794	9,234	7,596	7,417		
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	19,878	19,878	20,211	20,655	20,877	19,878	18,923		
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	72%	75%	78%	80%	82%	72%	76%		

Performance Measure (C)(3)(d) 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.

The most recent data that existed at the time of the application was 2012 data; therefore the baseline data (2012) is both actual from Medicaid claims data and estimated from quality improvement project chart review. The denominator is actual; the screening rates and referral rates are estimated.

The participation in well care and the up-to-date in well care baseline data elements are actual for the 2013 calendar year. 2014 data becomes available at whole population level several months after the end of the calendar year due to the health department's attention to assuring the quality of the data.

We are working toward actual developmental screening rates being available through a statewide data repository (building on our immunization registry). We anticipate being able to report screening and referral rates from repository by 2016.

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

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

Our baseline data was reported as actual number, not percentages. This makes the total number of children in the denominator important to the reporting. This denominator shrunk in 2013. (21,827 children total in 2012 and 20,300 in 2013). The percentage of children screened increased (58% in 2012 and 63% in 2013) but the reporting of actual numbers appear to decrease. This is also true of the well care rates (91% in 2012 (baseline) up to 93% in 2013).

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

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
Scholarships	Yes
Compensation and wage supplements	
Tiered reimbursement rates	
Other financial incentives	Yes
Management opportunities	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework	
Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework	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.

Progress in the workforce has been achieved through several means:

1) ADDITION OF COLLEGE COURSES

An Early Learning Challenge funded grant to the Vermont Child Care Industry and Career Council, Inc. (VCCICC) provided three additional cycles of six college courses through the Vermont Child Care Apprenticeship Program. These courses are critical for early childhood professionals and registered apprentices in Vermont. Recruiting and delivery of courses for the additional cycles began in 2014. In addition VCCICC has worked with Community College of Vermont (CCV) to provide a new five week writers' workshop to prepare current child care providers for college level coursework. This workshop was piloted in Bennington County Fall 2014.

2) ADOPTION OF T.E.A.C.H.

In January 2014 the Vermont Association for the Education of Young Children was approved by the Teacher Education and Compensation Help (T.E.A.C.H.®) to implement T.E.A.C.H. in Vermont. The Vermont Professional Preparation and Development Committee, which is a subcommittee of the State Building Bright Futures Council, approved adding TEACH to the range of professional development supports currently available. T.E.A.C.H is a

national, evidence-based strategy that creates access to higher education for early educators working with young children in out-of-home settings. T.E.A.C.H. provides scholarships to enable early educators to take coursework leading to credentials and degrees. ELC funding supported T.E.A.C.H. to hire staff in spring of 2014 and to provide scholarships beginning in the fall of 2014. T.E.A.C.H. has an advisory committee that determined the first priority of T.E.A.C.H. was to assist individuals who had already taken college courses, to complete their associate's degree. To date, more than 30 individuals from throughout the state have received T.E.A.C.H. scholarships. Vermont T.E.A.C.H. reports that the average GPA for the 26 T.E.A.C.H. scholarship recipients completing the fall 2014 semester was 3.78! Two TEACH scholarship recipients graduated with associate's degrees and a half dozen more will graduate spring 2015. Eight new recipients will begin their participation in T.E.A.C.H. during the spring 2015 semester.

3) COORDINATION WITH INSTITUTIONS OF HIGHER EDUCATION

The efforts of members of Vermont's early childhood workforce to pursue degrees are often stymied by the policies and practices of our higher education institutions. They find that previous coursework isn't accepted, or that educator preparation programs are not accessible because these programs were only designed for traditional undergraduate students. These challenges and others may seem insurmountable to them. While some educators do persevere and manage to get through, we recognize that structural changes need to occur so that pathways and access to higher education degrees and educator licensure are greatly improved; however, these changes can only be made by the institutions of higher education themselves.

It is with this goal in mind that Vermont is establishing the Early Childhood Higher Education Work Group (ECHEWG) which includes representatives from all of Vermont's institutions of higher education that provide pre-service and/or professional development to early childhood educators. A consultant will guide and facilitate the work of the ECHEWG and ensure there is momentum to the group's efforts to tackle these barriers and to enhance the quality of the education provided. A Request for Proposals was issued for a consultant to convene, facilitate and support the Early Childhood Higher Education Work Group. The RFP was issued twice with no success. When we rewrote the RFP and issued it a third time, fortunately, two highly qualified educators submitted proposals.

Dr. Cheryl Mitchell was selected as the consultant who will support the ECHEWG to identify road blocks to educators' attempts to achieve degrees and credentials, and to develop and implement solutions to remove these road blocks and increase access. Dr. Mitchell is a highly respected educator and longstanding early childhood advocate. She is a former professor, served as the deputy secretary of the Agency of Human Services, and continues to work with early childhood educators as an instructor and mentor. We are in the midst of finalizing her contract; her start date is March 15. Officials from institutions of higher education as well as the early childhood workforce see the promise of this project and anticipate its launch.

4) IMPLEMENTATION OF M.A.T.C.H

The M.A.T.C.H. (Mentoring, Advising, Teaching, Coaching, Consulting, and Helping) project creates a framework to recognize and support the work of mentoring, coaching, and consulting in early childhood settings. A registry of qualified M.A.T.C.H. professionals will be developed to assist the workforce and programs to identify appropriate expertise for assistance. One on one mentoring and support enhances the capacity of the individual or program to implement quality practices.

In the first year of the grant, the Early Learning Challenge grant funded a contract with Education Development Center, Inc. to provide expert assistance in the implementation of M.A.T.C.H. While this work is in the beginning stages, it will help ensure that the implementation of M.A.T.C.H. is structured in a way that supports evaluation.

5) EARLY MULTI-TIERED SYSTEMS OF SUPPORT

Early Multi-Tiered Systems of Support (Early MTSS) is a tiered framework of universal promotion, prevention and intervention that promotes the social and emotional well-being of children from birth through age 8. Early childhood programs use this framework to create nurturing and responsive relationships in high quality, supportive environments for all children. The Early MTSS framework also provides additional social and emotional supports, and intensive interventions, for children who are struggling socially and/or emotionally.

Notable accomplishments in 2014 focused on creating the infrastructure for implementation of Early MTSS.

- The RFP for the Early MTSS Coordinator was issued by the Agency of Education. (The Coordinator will begin in 2015.)
- In fall of 2014, five early childhood program sites were identified to be pilots: Franklin Central Supervisory Union Barlow Street Preschool in St. Albans; Franklin West Supervisory Union Highgate Preschool; the Winooski Family Center and Lund Family Center as partner programs supported by the Howard Center and Project LAUNCH; and Orleans Central Supervisory Union and Barton Head Start.
- Between November 2014 and March 2015 a state cadre of nine Early MTSS trainers, practice-based coaches, and systems coaches were identified and trained to provide professional development to site personnel in evidence-based practices to support children's social, emotional and learning development. These practices provide universal supports for all children through nurturing and responsive relationships and high quality environments.
- In November, Early MTSS systems coaches were trained by Beth Steenwyk, a national expert on systems implementation, to ensure systems are in place to support effective implementation by supporting systems building and completion of an Early MTSS Program Inventory.

6. ADVANCED & SPECIALIZED PROFESSIONAL DEVELOPMENT

The Advanced and Specialized Professional Development initiative recognizes that professional development needs to run the full length of Vermont's Career Ladder. This initiative funds the development of no- or low-cost advanced learning opportunities to ensure that even those professionals at the highest rungs of the ladder continue to develop knowledge and skills, especially those needed to support young children with high needs. The topics selected for these professional learning opportunities were informed by the state's Professional Preparation and Development Committee.

During the first year of Vermont's Early Learning Challenge grant, the first Advanced and Specialized Professional Development was offered. Through a partnership with the Higher Education Collaborative, a non-profit organization that collaborates with several Vermont institutions of higher education, we offered a three-part series of workshops entitled, Each and Every Child and Family. The focus of this series was on supporting infants, toddlers and preschoolers who are at-risk and/or have special needs in inclusive early learning and development programs. The series is being offered in two locations - Fairlee in the eastern part of the state, and Colchester, in the western part - as a way to provide early childhood educators with greater access. The first workshop of the series, “Framing the Discussion”, was on December 4 and 5; the second and third workshops were on January

15/16 and on March 5/6, respectively. Another Advanced and Specialized Professional Development learning opportunity will be offered this coming fall.

7. WORKFORCE STUDY

Through a competitive bid process, Education Development Center, Inc. was selected to assist Vermont with developing, administering and reporting the results of a Workforce Survey that will create a snapshot of the status of the early childhood workforce. The kick off meeting of stakeholders was December 8, 2014. Input from this initial meeting is informing the development of the survey which will be shared with stakeholders for feedback in February 2015. A process of cognitive interviewing with representatives of stakeholders will take place before the survey is formally implemented. Data to be collected will include key demographics, wages, benefits, professional development achievements, and educators' aspirations for the future. The targeted workforce to participate in the survey are professionals working with young children (infant - grade 3). This study will provide a baseline for measuring progress on workforce goals, and will inform effective cross-sector professional development strategies.

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

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

		Targets				Actuals			
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	23	25	27	28	28	23			
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	783	1,441	2,783	4,224	5,685	1,078			

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

There is not yet a comprehensive system set up that tracks the numbers of **all** early childhood educators and early childhood special educators who receive credentials and degrees. The AOE licensing system includes all licenses but does not include other specific information such as where they work, how they got their license or type of credential or degree. AOE needs to identify what needs to be tracked and include it within the educator licensing system, or build a bridge to the BFIS system. BFIS, on the other hand, tracks credentials and degrees but doesn't include all licensed teachers; only those teachers who report their credentials to BFIS are counted through that system. AOE licensing division will take this under consideration. Further work needs to be done to include licensed teachers in the BFIS system.

Additional information on BFIS: We collect the above data through our BFIS system. This includes the total number of people who have received leveled certificates and/or degrees from institutions that are verified as aligned. This does not include people who have not submitted their information to BFIS. Institutions that award credentials and degrees include out of state institutions. The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year.

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

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

Given Vermont's small size, the number of higher ed institutions in the targets for years 1 - 4 are too high. Those targets were set using an informal survey (phone calls) and have not held up over time. We will further explore this issue in our higher education work group, and will submit an application for a revision of targets to USDOE.

In addition, there was a major error in the calculation of the total workforce, as described in data notes for D2d2: the number of early care and education professionals included everyone who had the required qualifications, whether or not they were working with children. Consequently, it appears that we missed our target for year one. We will ask USDOE for a revision of the targets in this area as well.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: High to Low / Low to High	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
VT Early Childhood Level I Certificate	118	2.70%	200	4.60%	400	9.20%	600	14.00%	750	17.00%
VT Early Childhood Level II Certificate or Child Development Associate (CDA)	203	4.70%	250	5.70%	400	9.20%	600	14.00%	800	18.00%
VT Early Childhood Level IIIA Certificate	72	1.70%	250	5.70%	500	11.00%	800	18.00%	1,000	23.00%
VT Early Childhood Level IIIB Certificate or Associate Degree	87	2.00%	200	4.60%	400	9.20%	600	14.00%	850	19.00%
VT Early Childhood Level IVA Certificate or Bachelor Degree	151	3.50%	200	4.60%	400	9.20%	600	14.00%	850	19.00%
VT Early Childhood Level IVB Certificate	40	0.90%	200	4.60%	400	9.20%	600	14.00%	850	19.00%
VT Early Childhood Level VA Certificate or Master Degree	40	0.90%	45	1.00%	60	1.40%	75	1.70%	100	2.30%
VT Early Childhood Level VB Certificate	10	0.20%	10	0.20%	15	0.30%	20	0.40%	50	1.10%
Apprenticeship Program Completed	42	1.00%	50	1.10%	60	1.40%	70	1.60%	80	1.80%
Early Childhood Family Mental Health Credential	3	0.07%	10	0.20%	15	0.30%	25	0.60%	30	0.70%
Program Director Credential - Step One	17	0.40%	26	0.60%	32	0.70%	53	1.20%	74	1.70%
Program Director Credential - Step Two	1	0.02%	26	0.60%	51	1.20%	101	2.30%	151	3.50%
Program Director Credential - Step Three	2	0.05%	25	0.60%	50	1.20%	80	1.80%	100	2.30%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: High to Low / Low to High	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
VT Early Childhood Level I Certificate	118	2.70%	232	5.10%						
VT Early Childhood Level II Certificate or Child Development Associate (CDA)	203	4.70%	294	6.50%						
VT Early Childhood Level IIIA Certificate	72	1.70%	119	2.60%						
VT Early Childhood Level IIIB Certificate or Associate Degree	87	2.00%	104	2.30%						
VT Early Childhood Level IVA Certificate or Bachelor Degree	151	3.50%	114	2.50%						
VT Early Childhood Level IVB Certificate	40	0.90%	66	1.50%						
VT Early Childhood Level VA Certificate or Master Degree	40	0.90%	18	0.40%						
VT Early Childhood Level VB Certificate	10	0.20%	22	0.50%						
Apprenticeship Program Completed	42	1.00%	50	1.10%						
Early Childhood Family Mental Health Credential	3	0.07%	0	0.00%						
Program Director Credential - Step One	17	0.40%	93	2.00%						
Program Director Credential - Step Two	1	0.02%	34	0.80%						
Program Director Credential - Step Three	2	0.05%	16	0.40%						

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

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

Data in this table represents the cumulative number of individuals at each credential level working in Early Learning and Development Programs, who work directly with children. It does not represent the number of new certificates or credentialed issued in the past year. For example, while there were 118 individuals with a Level I certificate last year, and are 232 individuals with a Level I certificate this year, several of those individuals could have earned their certificate in prior years, but began working directly with children this year.

Data is extracted from Vermont's Bright Futures Information System (BFIS) which is the state's workforce registry. A total of 4506 individuals were working directly with children as of 12/31/2014.

PLEASE NOTE: The total number of individuals in the workforce used to calculate percentages in the application included individuals who were not working directly working with children. We have since corrected the number to 4,349 individuals. *The targets themselves have not changed, but the percentage of the total workforce that they represent has changed, as a result of correcting the total number of early childhood professionals working in the field.*

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

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

Overall, seven targets of thirteen were met or exceeded in year one. Significantly, we made substantial progress in increasing the number of people in the workforce with entry level credentials: For credential 1, our baseline was 118, our Year 1 target was 200, and our actual is 232. For credential 2, the baseline was 203, and by the end of the calendar year, there were 294 individuals with that credential working directly with children! This year also saw an increase in the number of individuals currently in the workforce with program director credentials. For Type 1, we increased from 17 to 93*, and our year 1 target was 26. For Type 2, we increased from 1 to 34, and our target was also 26.

Data is extracted from Vermont's Bright Futures Information System (BFIS) which is the state's workforce registry and is based on 4506 individuals.

* It is important to note that as of 2013 (our baseline year), 102 Type 1 program director credentials had been issued, however only 17 members of the workforce reported working directly with children. In 2014, only 13 additional type 1 credentials were issued, but the number of individuals in the workforce, working with children, had increased to 93. This is most likely due to a change in reporting. Once again, this highlights that we are reporting the total number of individuals with each certificate or credential, not the number of new certificates or credentials issued.

PLEASE NOTE: The total number of individuals in the workforce used to calculate percentages in the application included individuals who were not working directly working with children. We have since corrected the number to 4,349 individuals. *The targets themselves have not changed, but the percentage of the total workforce that they represent has changed, as a result of correcting the total number of early childhood professionals working in the field.*

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	
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.

Vermont's Kindergarten Readiness Survey (KRS) is a 24-item survey kindergarten teachers complete for each kindergartner in their class during the first 6-8 weeks of school. Responses are based on the teacher's observation of the child. The KRS has been implemented statewide since 2000. The domains included in the KRS are:

- Social and Emotional Development
- Approaches to Learning
- Communication
- Cognitive Development - General Knowledge
- Physical Health and Development

In 2013-2014, the American Institute for Research (AIR) completed a validation and reliability study; this study was funded by the Henderson Foundation and was in collaboration with Building Bright Futures and the Agency of Human Services. In March, AIR provided us with the results of the study and recommendations for improvements.

During this past summer, a focus group of kindergarten and preschool teachers and administrators met to review the findings of the AIR study and to discuss their experiences using the KRS. A small team from AOE, AHS and BBF made revisions to the KRS based on results of the AIR study and findings from the focus group. The

team was mindful of the draft Vermont Early Learning Standards, and suggestions from AIR on how to ensure items were appropriate for diverse populations of children, including dual language learners and children with disabilities.

Approximately, 100 kindergarten teachers piloted this enhanced version of the KRS along with the KRS that was administered as per usual. These teachers also completed a questionnaire to gather feedback on their experience administering the Pilot KRS (e.g., clarity of questions in Pilot KRS, do items accurately measure readiness, what's missing, what isn't necessary). AIR is in the process of analyzing the results of the Pilot KRS to determine the validity and reliability of the tool, and to compare responses to the data from the KRS typically administered. The results from the study of the Pilot KRS should be available in March.

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.

The major activities completed this past year are described above and relate to Vermont's efforts to develop and use as accurate a measure of children's readiness as possible. We also want to ensure that the state's measure of readiness is cost-effective and sustainable, as has been the current KRS over the past 14 years. We reported the results of the 2013-2014 statewide KRS at the state and supervisory union levels. We will report the 2014-2015 KRS results shortly.

The work that needs to be done once the Pilot KRS is finalized all revolves around ensuring that teachers know how to accurately use the KRS assessment, that they know how to interpret and use the data, and that they understand formative assessment in general.

The reliable and validated kindergarten readiness survey will continue to assess progress of incoming kindergarteners over the course of the grant and beyond.

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	Yes
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.

Vermont has made significant progress in developing an integrated early childhood data system that is linked with its K-12 statewide longitudinal data system. Highlight include:

- The November launch of its data reporting platform (data commons) called Vermont Insights (http://vermontinsights.org);
- The creation of an ad hoc work group to create a framework for its Prenatal to Career Data Governance Council;
- The development of a Request for Proposals (RFP) for a data governance contractor to inform and facilitate the work of this new Data Governance Council starting this spring;
- The posting of an RFP and final negotiations for a vendor to develop the Children's Integrated Services (CIS) Data system. We are working with the Department of Vermont Health Access (DVHA) in order to include the CIS data system with the work being done to procure a system for the Vermont Chronic Care Initiative (VCCI). Both CIS and the VCCI need a case management system that allows for individual and aggregate reporting. The VCCI project is being built in conjunction with work on the Medicaid Management Information System (MMIS) and is slated to be deployed later this year. The CIS module will be developed and deployed upon completion of the VCCI work. We have hired the Business Analyst to work with CIS and the MMIS work group.

- The publication of the first *Mind the Gap: Data Asset and Gap Analysis Series, Report 1 - Vermont's Universal Prekindergarten Education Law, Act 166*; The purpose of this data asset and gap analysis technical series, Mind the Gap, is to discover data that are available to answer essential questions, identify their strengths and limitations, determine what data are important but not available, and to develop realistic strategies to bridge these data gaps. This analysis gives us a better understanding of the relevance and impact of any early childhood data gaps identified. It helps support discussions within and across agencies, organizations, and communities on how to bridge data gaps and sustain data assets. The first report in the series focused on the existing data assets and gaps of Vermont's new universal prekindergarten (pre-K) education policy, Act 166.

- The interagency orientation and training of key staff in resources and tools such as the Common Education Data Standards (CEDS), CEDS connect and policy tools, the SSTA Early Childhood Integrated Data System Guide and the DaSy Data System Framework; and

An interagency and state advisory council team that attended the Early Childhood Privacy and Confidentiality Workshop in San Francisco, February 4th. The team included legal counsel from both the Agency of Education and the Agency of Human Services attend by webinar, and an on-site team with representatives from Part C, Part B 619, Vermont's Early Childhood Council (Building Bright Futures), the Governor's Office (ELC Grant), and the Agency of Education.

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	1,979	33%
Toddlers ages 1 through 2	5,162	44%
Preschoolers ages 3 to kindergarten entry	8,211	44%
Total number of children, birth to kindergarten entry, from low-income families	15,352	41%
[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: 2013 American Community Survey for Vermont, 41.1% of children under six years are under 200% of the Federal poverty level. Utilizing total population estimates for VT at http://vermontinsights.org/indicators/report/19.

Used percentages that were populated, except for updating the overall percentage of children in poverty.

The 2013 total population estimates for infants = 6,015

The 2013 total population estimates for toddlers ages 1 through 2 = 12,290

The 2013 total population estimates for preschoolers ages 3 to 5, including five year olds = 18,662

The 2013 total number of children birth to kindergarten entry = 36,967

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]	2,875	9.2%
Are English learners[2]	833	2.7%
Reside on "Indian Lands"	0	0.0%
Are migrant[3]	63	0.2%
Are homeless[4]	329	1.0%
Are in foster care	230	0.9%
Other as identified by the State	290	0.9%
Describe:	Children served by the Dept of Child and Family Services (DCF)	

[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.

In 2013, there were 230 children under six years of age in DCF custody (Custody Management Report, DCF).

Other than that, Vermont did not make any additional updates to the other populated data.

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

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

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	-	-	5,871	5,871
Specify:	School Census, October 1, 2013			
Data Source and Year:				
Early Head Start & Head Start[1]	205	334	1,146	1,685
Data Source and Year:	Head Start Program Information Report for the 2013-2014 Program year; data as of 9/26/2014			
Programs funded by IDEA, Part C and Part B, section 619	58	283	977	1,318
Data Source and Year:	for Part B: Dec 1 2013 Child Count; for Part C: Child Care Financial Assistance Database as of 12/31/14			
Programs funded under Title I of ESEA	-	-	2,639	2,639
Data Source and Year:	Title I Participation Report for the 2013-14 school year			
Programs receiving funds from the State's CCDF program	423	2,035	2,633	5,091
Data Source and Year:	from Bright Futures Information System as of 12/31/14			
Other 1	-	-	1,031	1,031
Specify:	Early Education Initiative (EEI)			
Data Source and Year:	Early Education Initiative (EEI) Annual Reports, July 2014			
[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.

Data sources and years noted above.

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	81	5	118	130	2	137	5,398
Specify:	Publicly Funded PreK						
Early Head Start & Head Start[1]	63						
Early Learning and Development Programs funded by IDEA, Part C	22		30	45		63	1,615
Early Learning and Development Programs funded by IDEA, Part B, section 619	9		13	31	1	8	1,275
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	122		61	245		245	5,454
[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.

AOE source for State Funded Preschool: SY15 Public and Independent Census, Unduplicated Count, October 1, 2013

Source of the 63 Hispanic children participating in Head Start/Early Head Start is the Head Start Program Information Report for the 2013-2014 Program year; data as of 9/26/2014.

VT AOE does not collect race/ethnicity data for Pre-K children participating in Title I funded programs.

Because race/ethnicity data is not collected for Part B, we did not change the pre-populated data.

Because CCDF funded programs and Part C do not extract race and ethnicity data on a regular basis, we did not update those numbers, but left them pre-populated. Since the data is collected, however, a report will be developed for use in Year Two.

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 Start[1]					
State-funded preschool	$16,716,050	$17,096,420			
Specify:	Publicly Funded PreK				
State contributions to IDEA, Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$16,620,184	$17,830,304			
Total State contributions to CCDF[2]	$21,274,723	$21,652,088			
State match to CCDF Exceeded / Met / Not Met	-	-	-	-	-
If exceeded, indicate amount by which match was exceeded					
TANF spending on Early Learning and Development Programs[3]	$10,358,047	$10,361,496			
Other State contributions 1	$1,098,364	$1,031,751			
Specify:	Early Education Initiative Grant Programs				
Total State contributions:	**$66,067,368**	**$67,972,059**			

[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.

There is no supplemental state funding for Head Start and Early Head Start.

The application's original baselines in this table included federal dollars that came through state sources. We have revised the baseline to reflect only General Fund dollars. In the original application "Other State contributions" had been federal dollars through the state to support home visiting, and has been zeroed out to correctly reflect the lack of General Fund dollars.

Data Source for state expenditures for Part B, 619 is from the Agency of Education Finance Division, from the Special Education Finance Manager. The amount is made up of state Early Essential Education block grants and local funds (all are state dollars from the education fund).

Early Essential Initiative grants are 100% state funded in an annual appropriation from the State legislature.

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 Program[1]			
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**
State-funded preschool *(annual census count; e.g., October 1 count)*	5,711	5,871	
Specify:	State-funded Preschool		
Early Head Start and Head Start[2] *(funded enrollment)*	1,368	1,458	
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	1,296	1,318	
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	2,733	2,639	
Programs receiving CCDF funds *(average monthly served)*	6,184	5,091	
Other 1	1,001	1,031	
Describe:	Early Education Initiative Grant Programs		

[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.

See data sources in Table A (1)-3a except for Head Start; see below for Head Start.

Source: On September 24, 2013, the Region I Office of Head Start supplied the Vermont Head Start Collaboration Office with the 1,368 Head Start and Early Head Start funded enrollment figure for Federal Fiscal Year 2013, and on July 10, 2014, they supplied 1,458 as the Head Start and Early Head Start funded enrollment figure for Federal Fiscal Year 2014.

The 1,368 figure was included in the RTT-ELC grant application.

The decrease in children participating in CCDF funded programs is difficult to explain. According to the data steward, these numbers fluctuate from year to year, and there is no single explanation. It could be a reflection of the declining population of Vermont in general; it could be the time of year that the data was collected for the application (September) as compared to the APR (December). We will continue to monitor these numbers going forward. The consistent time frame for data collection for the APR will make it easier (and more accurate) to gauge the trend in numbers of children participating in CCDF-funded programs.

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.

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					
Other 1		✓	✓		
Describe:	Early Education Initiative Grant Programs				
[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.

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	$268,992.94	$0.00	$0.00	$0.00	**$268,992.94**
2. Fringe Benefits	$97,687.29	$0.00	$0.00	$0.00	**$97,687.29**
3. Travel	$6,907.99	$0.00	$0.00	$0.00	**$6,907.99**
4. Equipment	$2,826.43	$0.00	$0.00	$0.00	**$2,826.43**
5. Supplies	$212.18	$0.00	$0.00	$0.00	**$212.18**
6. Contractual	$1,020,602.12	$0.00	$0.00	$0.00	**$1,020,602.12**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$9,150.21	$0.00	$0.00	$0.00	**$9,150.21**
9. Total Direct Costs (add lines 1-8)	$1,406,379.16	$0.00	$0.00	$0.00	**$1,406,379.16**
10. Indirect Costs	$107,808.76	$0.00	$0.00	$0.00	**$107,808.76**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$532,452.39	$0.00	$0.00	$0.00	**$532,452.39**
12. Funds set aside for participation in grantee technical assistance	$3,954.94	$0.00	$0.00	$0.00	**$3,954.94**
13**. Total Grant Funds Requested** (add lines 9-12)	$2,050,595.25	$0.00	$0.00	$0.00	**$2,050,595.25**
14. Funds from other sources used to support the State Plan	$13,978,208.07	$0.00	$0.00	$0.00	**$13,978,208.07**
15. **Total Statewide Budget** (add lines 13-14)	**$16,028,803.32**	**$0.00**	**$0.00**	**$0.00**	**$16,028,803.32**

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.

Due to delays in the start of the grant, significant savings were realized in all of the budget categories. We expect to utilize these funds in next 3 budget periods and will provide details specific to each project. Please note our process to formally accept grants in Vermont requires approval from the Joint Fiscal Committee and this approval was obtained on March 24, 2014.

Despite the delay, we were able to document $13,978,208.07 of the $15,797,041.00 that was identified for Year 1 budget period funds from other sources used to support the State Plan.

Budget Summary Table Explanation of Changes

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

We do not anticipate any substantive changes in the budget for Year 2 except for Project 7. Explanation of the change in budget category is provide within the Project 7 summary page.

Budget Table: Project 1 – Managing the Grant

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	$99,167.29	$0.00	$0.00	$0.00	**$99,167.29**
2. Fringe Benefits	$26,013.81	$0.00	$0.00	$0.00	**$26,013.81**
3. Travel	$2,874.56	$0.00	$0.00	$0.00	**$2,874.56**
4. Equipment	$2,826.43	$0.00	$0.00	$0.00	**$2,826.43**
5. Supplies	$212.18	$0.00	$0.00	$0.00	**$212.18**
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	$2,794.04	$0.00	$0.00	$0.00	**$2,794.04**
9. Total Direct Costs (add lines 1-8)	$133,888.31	$0.00	$0.00	$0.00	**$133,888.31**
10. Indirect Costs	$16,589.86	$0.00	$0.00	$0.00	**$16,589.86**
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	$3,954.94	$0.00	$0.00	$0.00	**$3,954.94**
13**. Total Grant Funds Requested** (add lines 9-12)	$154,433.11	$0.00	$0.00	$0.00	**$154,433.11**
14. Funds from other sources used to support the State Plan	$9,463.44	$0.00	$0.00	$0.00	**$9,463.44**
15. **Total Statewide Budget** (add lines 13-14)	$163,896.55	$0.00	$0.00	$0.00	$163,896.55

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.

Due to delay in staff hiring, significant savings in Personnel, Benefits, Travel, Supplies and Other Categories were realized and have been re-allocated to Years 2, 3 & 4 budget periods.

Technical Assistance Set aside has significant carryforward. There are plans in the works to explore ways to utilize these funds to support our technical assistance needs.

Project 1 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 2 – Building Bright Futures - Empowering Regional Councils

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	$652,586.76	$0.00	$0.00	$0.00	**$652,586.76**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$652,586.76	$0.00	$0.00	$0.00	**$652,586.76**
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)	$652,586.76	$0.00	$0.00	$0.00	**$652,586.76**
14. Funds from other sources used to support the State Plan	$250,031.55	$0.00	$0.00	$0.00	**$250,031.55**
15. **Total Statewide Budget** (add lines 13-14)	**$902,618.31**	**$0.00**	**$0.00**	**$0.00**	**$902,618.31**

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.

Contract with BBF had a start date of 6/1/2014 and the balance remaining from Year 1 has been re-allocated to Year 2.

Project 2 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 3 – Early Childhood Leadership Institute

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**
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	$23,050.00	$0.00	$0.00	$0.00	**$23,050.00**
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)	$23,050.00	$0.00	$0.00	$0.00	**$23,050.00**
10. Indirect Costs	$4,625.00	$0.00	$0.00	$0.00	**$4,625.00**
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)	$27,675.00	$0.00	$0.00	$0.00	**$27,675.00**
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)	**$27,675.00**	**$0.00**	**$0.00**	**$0.00**	**$27,675.00**

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.

We anticipate that our contract with The Snelling Center that will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 3 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 4 – Expand Strengthening Families Child Care Programs

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	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$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	$32,382.06	$0.00	$0.00	$0.00	**$32,382.06**
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)	$32,382.06	$0.00	$0.00	$0.00	**$32,382.06**
14. Funds from other sources used to support the State Plan	$923,931.01	$0.00	$0.00	$0.00	**$923,931.01**
15. **Total Statewide Budget** (add lines 13-14)	**$956,313.07**	**$0.00**	**$0.00**	**$0.00**	**$956,313.07**

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.

We anticipate that our contracts and grants will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 4 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 5 – Annual STARS awards

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**
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	$45,435.00	$0.00	$0.00	$0.00	**$45,435.00**
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)	$45,435.00	$0.00	$0.00	$0.00	**$45,435.00**
14. Funds from other sources used to support the State Plan	$151,738.31	$0.00	$0.00	$0.00	**$151,738.31**
15. **Total Statewide Budget** (add lines 13-14)	**$197,173.31**	**$0.00**	**$0.00**	**$0.00**	**$197,173.31**

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.

We anticipate that our grants will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 5 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 6 – Validating and Evaluation of STARS

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
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 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.

We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 6 Budget Explanation of Changes

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

There are no substantive changes planned for this project

Budget Table: Project 7 – Rating and Monitoring Early Learning and Development

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**
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	$29,940.33	$0.00	$0.00	$0.00	**$29,940.33**
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)	$29,940.33	$0.00	$0.00	$0.00	**$29,940.33**
14. Funds from other sources used to support the State Plan	$161,816.23	$0.00	$0.00	$0.00	**$161,816.23**
15. **Total Statewide Budget** (add lines 13-14)	**$191,756.56**	**$0.00**	**$0.00**	**$0.00**	**$191,756.56**

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.

Pending HR position request, development of Position Description in process and approval for change in budget categories has been received. The scope of work for this project has not changed but our plan is to hire a staff member rather than a contractor to achieve the objectives of this project.

Project 7 Budget Explanation of Changes

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

Please see the revised budget for this project in GRADS360.

Budget Table: Project 8 – Children's Integrated Services Specialized Child Care

Budget Table: Project 8					
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**
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	$243,320.00	$0.00	$0.00	$0.00	**$243,320.00**
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)	$243,320.00	$0.00	$0.00	$0.00	**$243,320.00**
14. Funds from other sources used to support the State Plan	$2,771,109.71	$0.00	$0.00	$0.00	**$2,771,109.71**
15. **Total Statewide Budget** (add lines 13-14)	**$3,014,429.71**	**$0.00**	**$0.00**	**$0.00**	**$3,014,429.71**

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 8 Budget Narrative

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

We anticipate that our grants will utilize the funding allotted for this activity and have reallocated $60,000 from Project 19 contractual line item to support this project's objectives. Also, we processed a grant payment earlier than anticipated and have re-allocated from Year 2 to cover this expense.

Project 8 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 9 – Revised VELS & Dissemination/Training

Budget Table: Project 9					
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**
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	$3,000.00	$0.00	$0.00	$0.00	**$3,000.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$3,000.00	$0.00	$0.00	$0.00	**$3,000.00**
10. Indirect Costs	$555.00	$0.00	$0.00	$0.00	**$555.00**
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)	$3,555.00	$0.00	$0.00	$0.00	**$3,555.00**
14. Funds from other sources used to support the State Plan	$3,969.97	$0.00	$0.00	$0.00	**$3,969.97**
15. **Total Statewide Budget** (add lines 13-14)	**$7,524.97**	**$0.00**	**$0.00**	**$0.00**	**$7,524.97**

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 9 Budget Narrative

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

Delays in program development resulted in contract savings which have been re-allocated to Years 2, 3 and 4 budget periods.

Project 9 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 10 – Comprehensive Assessment Strategies

Budget Table: Project 10					
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**
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	$29,250.00	$0.00	$0.00	$0.00	**$29,250.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$580.00	$0.00	$0.00	$0.00	**$580.00**
9. Total Direct Costs (add lines 1-8)	$29,830.00	$0.00	$0.00	$0.00	**$29,830.00**
10. Indirect Costs	$5,518.55	$0.00	$0.00	$0.00	**$5,518.55**
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)	$35,348.55	$0.00	$0.00	$0.00	**$35,348.55**
14. Funds from other sources used to support the State Plan	$3,301.20	$0.00	$0.00	$0.00	**$3,301.20**
15. **Total Statewide Budget** (add lines 13-14)	**$38,649.75**	**$0.00**	**$0.00**	**$0.00**	**$38,649.75**

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 10 Budget Narrative

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

Due to delay in staff hiring, significant savings in Personnel, Benefits, Travel, Supplies and Other Categories were realized and have been re-allocated to Year 2 budget period. We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 10 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 11 – Home Visiting

Budget Table: Project 11					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$57,534.09	$0.00	$0.00	$0.00	**$57,534.09**
2. Fringe Benefits				$25,656.43	**$0.00**
3. Travel	$1,417.28	$0.00	$0.00	$0.00	**$1,417.28**
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	$592.67	$0.00	$0.00	$0.00	**$592.67**
9. Total Direct Costs (add lines 1-8)	$85,200.47	$0.00	$0.00	$0.00	**$85,200.47**
10. Indirect Costs	$35,363.39	$0.00	$0.00	$0.00	**$35,363.39**
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)	$120,563.86	$0.00	$0.00	$0.00	**$120,563.86**
14. Funds from other sources used to support the State Plan	$9,320,420.44	$0.00	$0.00	$0.00	**$9,320,420.44**
15. **Total Statewide Budget** (add lines 13-14)	**$9,440,984.30**	**$0.00**	**$0.00**	**$0.00**	**$9,440,984.30**

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 11 Budget Narrative

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

Due to delay in staff hiring, significant savings in Personnel, Benefits, Travel, Supplies and Other Categories were realized and have been re-allocated to Years 2, 3 & 4 budget periods. We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 11 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 12 – Health Care Consultation/Developmental Screening (*Help Me Grow*)

Budget Table: Project 12					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$79,334.00	$0.00	$0.00	$0.00	**$79,334.00**
2. Fringe Benefits				$35,833.00	**$0.00**
3. Travel	$1,263.00	$0.00	$0.00	$0.00	**$1,263.00**
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	$31,408.00	$0.00	$0.00	$0.00	**$31,408.00**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$176.00	$0.00	$0.00	$0.00	**$176.00**
9. Total Direct Costs (add lines 1-8)	$148,014.00	$0.00	$0.00	$0.00	**$148,014.00**
10. Indirect Costs	$19,302.00	$0.00	$0.00	$0.00	**$19,302.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$37,375.00	$0.00	$0.00	$0.00	**$37,375.00**
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)	$204,691.00	$0.00	$0.00	$0.00	**$204,691.00**
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)	**$204,691.00**	**$0.00**	**$0.00**	**$0.00**	**$204,691.00**

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 12 Budget Narrative

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

Due to delay in staff hiring, significant savings in Personnel, Benefits, Travel, Supplies and Other Categories were realized and have been re-allocated to Years 2, 3 & 4 budget periods. We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 12 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 13 – MTSS Supporting Socio-Emotional Development

Budget Table: Project 13					
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**
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	$5,123.70	$0.00	$0.00	$0.00	**$5,123.70**
15. **Total Statewide Budget** (add lines 13-14)	**$5,123.70**	**$0.00**	**$0.00**	**$0.00**	**$5,123.70**

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 13 Budget Narrative

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

We anticipate that supplies, contracts and grants will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 13 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 14 – Apprenticeship

Budget Table: Project 14					
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**
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	$64,000.00	$0.00	$0.00	$0.00	**$64,000.00**
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)	$64,000.00	$0.00	$0.00	$0.00	**$64,000.00**
14. Funds from other sources used to support the State Plan	$330,293.97	$0.00	$0.00	$0.00	**$330,293.97**
15. **Total Statewide Budget** (add lines 13-14)	**$394,293.97**	**$0.00**	**$0.00**	**$0.00**	**$394,293.97**

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 14 Budget Narrative

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

We anticipate that our grants will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 14 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 15 – Evaluate Implement of MATCH in VT

Budget Table: Project 15					
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**
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 15 Budget Narrative

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

We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Year 2 budget period.

Project 15 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 16 – T.E.A.C.H. / Higher Ed

Budget Table: Project 16					
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**
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	$80,000.00	$0.00	$0.00	$0.00	**$80,000.00**
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)	$80,000.00	$0.00	$0.00	$0.00	**$80,000.00**
14. Funds from other sources used to support the State Plan	$37,600.16	$0.00	$0.00	$0.00	**$37,600.16**
15. **Total Statewide Budget** (add lines 13-14)	**$117,600.16**	**$0.00**	**$0.00**	**$0.00**	**$117,600.16**

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 16 Budget Narrative

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

We anticipate that our contracts and grants will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 16 Budget Explanation of Changes

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

Significant changes are in the planning phases with more details to follow during early 2015.

Budget Table: Project 17 – Workforce Study

Budget Table: Project 17					
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**
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	$1,977.00	$0.00	$0.00	$0.00	**$1,977.00**
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)	$1,977.00	$0.00	$0.00	$0.00	**$1,977.00**
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)	$1,977.00	$0.00	$0.00	$0.00	**$1,977.00**
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)	**$1,977.00**	**$0.00**	**$0.00**	**$0.00**	**$1,977.00**

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 17 Budget Narrative

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

We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 17 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 18 – Kindergarten Readiness Survey

Budget Table: Project 18					
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**
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	$8,027.25	$0.00	$0.00	$0.00	**$8,027.25**
15. **Total Statewide Budget** (add lines 13-14)	**$8,027.25**	**$0.00**	**$0.00**	**$0.00**	**$8,027.25**

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 18 Budget Narrative

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

We anticipate that our contract(s) will utilize the funding allotted for this activity and have reallocated Year 1 balance to Years 2, 3 & 4 budget periods.

Project 18 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 19 – CIS Data System

Budget Table: Project 19					
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**
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 19 Budget Narrative

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

Currently, the project is in queue to begin in Year 2. Continuing efforts to explore efficiencies by partnering with MMIS Care Data System and it is expected that contracts will be developed during Year 2.

Due to delay in start of project, significant savings in Personnel, Benefits, Travel, Supplies and Other Categories were realized and have been re-allocated to Years 2, 3 & 4 budget periods. We anticipate that our contract(s) will not utilize the funding allotted for this activity and have reallocated $15,000 of Year 1 balance to Years 2 budget period with $60,000 re-allocated to Project 8.

Project 19 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 20 – Vermont Insights (Early Childhood Data Reporting System)

Budget Table: Project 20					
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**
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	$279,330.36	$0.00	$0.00	$0.00	**$279,330.36**
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)	$279,330.36	$0.00	$0.00	$0.00	**$279,330.36**
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)	$279,330.36	$0.00	$0.00	$0.00	**$279,330.36**
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)	**$279,330.36**	**$0.00**	**$0.00**	**$0.00**	**$279,330.36**

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 20 Budget Narrative

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

Contract with BBF had a start date of 6/1/2014 and the balance remaining from Year 1 has been re-allocated to Year 2.

Project 20 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 21 – Data Governance

Budget Table: Project 21					
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**
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 21 Budget Narrative

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

RFP has been developed, posted and responses are in the evaluation phase. Budget has been reallocated to Years 2, 3 and 4 to align with anticipated term of the contract.

Project 21 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 22 – SLDS (State Longitudinal Data System)

Budget Table: Project 22					
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**
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	$448.45	$0.00	$0.00	$0.00	**$448.45**
15. **Total Statewide Budget** (add lines 13-14)	**$448.45**	**$0.00**	**$0.00**	**$0.00**	**$448.45**

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 22 Budget Narrative

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

Work on this project is not expected to occur until Years 3 & 4.

Project 22 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 23 – Sustaining Program Effects into Early Elementary Grades

Budget Table: Project 23					
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**
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	$932.68	$0.00	$0.00	$0.00	**$932.68**
15. **Total Statewide Budget** (add lines 13-14)	**$932.68**	**$0.00**	**$0.00**	**$0.00**	**$932.68**

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 23 Budget Narrative

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

Contractual budget balance from Year 1 reallocated to Year 2, 3 & 4. It is anticipated that contractual cost may be higher than originally estimated. Other costs which include room rental and printing have been reallocated to Years 2, 3, & 4 to align with anticipated contractual outcomes.

Project 23 Budget Explanation of Changes

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

There are no substantive changes planned for this project.

Budget Table: Project 24 – Promise Communities

Budget Table: Project 24					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$32,957.56	$0.00	$0.00	$0.00	$32,957.56
2. Fringe Benefits				$10,184.05	$0.00
3. Travel	$1,353.15	$0.00	$0.00	$0.00	$1,353.15
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	$5,007.50	$0.00	$0.00	$0.00	$5,007.50
9. Total Direct Costs (add lines 1-8)	$49,502.26	$0.00	$0.00	$0.00	$49,502.26
10. Indirect Costs	$25,854.96	$0.00	$0.00	$0.00	$25,854.96
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)	$75,357.22	$0.00	$0.00	$0.00	$75,357.22
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)	**$75,357.22**	**$0.00**	**$0.00**	**$0.00**	**$75,357.22**

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 24 Budget Narrative

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

Due to delay in staff hiring, Year 1 savings from personnel, benefits, travel, supplies, equipment and other categories reallocated to Years 2, 3 and 4. Contractual balance reallocated to Year 4 with plan to enhance work in that period of time after accessing the progress made in years 2 and 3. Grants Year 2 budget to be reallocated between years 3 and 4 after intensive needs assessment work with communities is completed during year 2.

Project 24 Budget Explanation of Changes

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

There are no substantive changes planned for this project.