

2013 ANNUAL PERFORMANCE REPORT

Delaware





Race to the Top Early Learning Challenge

Annual Performance Report

Delaware

2013

CFDA Number: 84.412
U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: December 31, 2016

Table of Contents

APR Cover Sheet	1
Certification	2
Executive Summary	3
Successful State Systems	12
Governance Structure	12
Stakeholder Involvement	12
Proposed Legislation, Policies, or Executive Orders.....	17
Participating State Agencies	17
High-Quality, Accountable Programs	18
Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).....	18
Promoting Participation in the TQRIS (Section B(2) of Application)	22
Performance Measure (B)(2)(c).....	25
Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).....	27
Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).....	29
Performance Measure (B)(4)(c)(1)	32
Performance Measure (B)(4)(c)(2)	34
Validating the effectiveness of the State TQRIS (Section B(5) of Application).....	37
Focused Investment Areas: Sections (C), (D), and (E)	38
Promoting Early Learning Outcomes	39
Early Learning Development Standards (Section C(1) of Application)	39
Health Promotion (Section C(3) of Application)	40
Performance Measure (C)(3)(d)	41
Early Childhood Education Workforce	43
Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)	43
Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)	44
Performance Measure (D)(2)(d)(1).....	46
Performance Measure (D)(2)(d)(2).....	47
Measuring Outcomes and Progress	49
Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)	49
Data Tables	51
Table (A)(1)-1: Children from Low-Income families, by age.....	51
Table (A)(1)-2: Special Populations of Children with High Needs	52
Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age	53

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity.....	54
Table (A)(1)-4: Data on funding for Early Learning and Development.....	55
Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State	56
Table (A)(1)-6: Current status of the State's Early Learning and Development Standards.....	57
Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State	58
Budget and Expenditure Tables	59
Budget Summary Table	59
Budget Table: Project 1 – Outreach to Promote Early Screening and Referral.....	61
Budget Table: Project 2 – Strengthen Young Child Mental Health Services	63
Budget Table: Project 3 – Financial Incentive Program for Quality Improvement.....	65
Budget Table: Project 4 – Infrastructure Fund	67
Budget Table: Project 5 – Technical Assistance for Stars PLUS.....	69
Budget Table: Project 6 – Nutrition and Healthy Living	71
Budget Table: Project 7 – Comprehensive Screening	73
Budget Table: Project 8 – Workforce Leadership.....	75
Budget Table: Project 9 – Education and Retention Incentive Program.....	77
Budget Table: Project 10 – Delaware Early Learner Survey	79
Budget Table: Project 11 – Delaware Readiness Teams	81
Budget Table: Project 12 – Higher Education Partnerships	83
Budget Table: Project 13 – QRIS Measurement Development	85
Budget Table: Project 14 – QRIS Evaluation and Validation Study	87
Budget Table: Project 15 – Early Childhood Data System	89
Budget Table: Project 17 – Parent and Community Engagement.....	91
Budget Table: Project 18 – Overall Grant Management	93

***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 cell in a table indicates that the Grantee did not provide data or did not select the option.*



APR Cover Sheet

General Information

1. **PR/Award #:** S412A1200062. **Grantee Name:** Office of the Governor, State of Delaware

3. **Grantee Address:** 820 N. French Street, 5th Fl., Wilmington, DE, 19801

4. **Project Director Name:** Harriet Dichter

Title: Executive Director, Office of Early Learning

Phone #: (302) 577-5300 **Fax #:** (302) 577-1300

Email Address: Harriet.Dichter@state.de.us

Reporting Period Information

5. **Reporting Period:** 1/1/2013 to 12/31/2013

Indirect Cost Information

6. Indirect Costs

The Grantee is not claiming indirect costs under this grant.



Certification

The Grantee certifies that the State is currently participating in:

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

Yes No

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

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

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

Signed by Authorized Representative

Name: Harriet Dichter

Title: Executive Director, Delaware Office of Early Learning

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.

1) Accomplishments: Children with high needs and their families benefit from the highest-quality early learning and development programs. Delaware, through its progress in the Early Learning Challenge grant implementation and meeting its Year Two goals and performance measures, has made marked progress in increasing the number of quality-rated Delaware Stars programs, increasing the number of top tier (3-5 rated) programs in Stars and the percentage of top tier programs of all Stars programs and serving more children with high needs through the programs. Progress in these key areas are clear signs that the Early Learning Challenge is resulting in positive change, improving our state's position in each of these critical indicators.

In Year Two, 2013, Delaware made significant progress on the Early Learning Challenge grant implementation plan (see DE ELC Implementation Graphic in the attachment), including across all four of its Early Learning Challenge goals. Delaware's ongoing comprehensive commitment to the learning and development needs of its most at-risk young children, their families and their communities is reflected in these accomplishments:

Goal 1: Expand comprehensive screening and follow-up for young children

- **More health providers are engaged in developmental screening for young children.** The state met its goal of engaging 26 practices in developmental screening using the Parent Evaluation of Developmental Status (PEDS) and more than 9,560 children screened through this initiative funded in part through the Challenge. A new initiative funded through the Challenge began in Year Two to develop a product containing information on PEDS developed with health provider input and designed to promote the use of PEDS by health practitioners as well as to strengthen the provider's ability to make informed referrals to services in the community where the screen is positive and a referral is indicated. The Delaware Academy of Medicine partnered with the Division of Public Health to sponsor a state-level conference for health professionals to promote young child developmental screening as part of Delaware's Early Learning Challenge.
- **Delaware broadened the base of providers offering developmental screening to include early learning programs.** In a related effort, the Office of Early Learning is using Early Learning Challenge funds to provide training, materials, and online database access for early childhood programs in the QRIS/Delaware Stars which are working on the developmental screening as a rated element in the standards and use the Ages and Stages Questionnaire-SE as the standardized developmental screening tool for use with young children in Delaware Stars, engaging the entire QRIS service system. The expectation is that by broadening the number of providers conducting developmental screening, Delaware will increase the number of children receiving developmental screening with a standardized tool and linked to appropriate community supports and services. Developmental screening promoted through the Early Learning Challenge has, as an important part of the training for early educators, training on how to make an informed referral to help ensure that families receive consistent, helpful and appropriate referrals where the screen is positive, along with follow-up. For both PEDS and ASQ, screeners are trained not only on the use of the instrument itself but also on how to refer families to Help Me Grow (a resource and referral service funded in part through the Challenge) for assistance in finding community services and supports or, where the screen indicates, referral to Part C or Part B for child assessment and related services.
- **Family outreach linked more families with young children to follow-up services.** The primary outreach vehicle is the community health worker or "Health Ambassador" approach, funded in part through the Challenge. Health Ambassadors conduct outreach in areas of high need across the state, hosting more than

200 community outreach events and reaching more than 12,700 individuals in Year Two. An innovative new type of event, community baby showers, proved to be highly effective in identifying, attracting, educating and linking families who are expecting and/or have young children with needed services and supports. The Help Me Grow resource and referral service is a key part of our state's strategy to link families with children to needed services. Help Me Grow fielded more than 1,720 calls from families in Year Two where the call is about help for a child aged birth to five. A promotional campaign started during Year Two conducted by the Division of Public Health publicized the Help Me Grow 211 call line, increasing public awareness of the service and leading to more calls from families with young children. Part C Early Intervention services, funded in part through the Challenge grant, provided developmental assessments for follow-up to children identified as high risk, conducting 1,458 assessments in Year Two and linking the infants and toddlers and their families to services as indicated in the assessment.

- **Early Childhood Mental Health Consultation service was further expanded.** During Year Two, Challenge funding was used to support an additional two part-time consultants, moving two from part time to full time to help meet the demand for this service from early childhood program providers. More than 800 child-specific consultations were provided during the year. Consultants also provided CARE (Child Adult Enhancement Training, 6hrs. for non-clinicians) to more than 660 early educators and provided Teacher-Child Interaction Training (TCIT), a highly effective 10 week intensive on site course to 25 early educators during the year.
- **Clinical training increased access to behavioral health treatment for young children and families.** Through Challenge funding, 32 community clinicians were trained in young child-specific behavioral health treatment, primarily Parent-Child Interaction Therapy (PCIT), increasing Delaware's capacity to provide evidence-based treatment to young children and their families. A full-day community of practice PCIT conference drew more than 100 of the 200 PCIT-trained clinicians and featured national experts who shared new research and practice enhancements, particularly around effectiveness of PCIT with young children with traumatic stress and those in military families. The Children's Department began offering evidence-based infant mental health treatment called the Attachment Bio-Behavioral Catch-up (ABC) intervention developed by Delaware's Mary Dozier, Ph.D. for children from birth to age 2 in collaboration with the Challenge as a new behavioral health resource for very young children and their families.

Goal 2: Expand Stars and move children with high needs into Stars

- **The number of Stars programs increased in Delaware to 435, exceeding the Year Two target of 405.** In addition, the 43% of all Stars programs were in the top tiers (3-5) in 2013, exceeding the target of 42%. Delaware Stars is the state's TQRIS. Focused recruitment strategies and a wide array of new financial and other supports implemented by the Stars program managing partner, the Delaware Institute for Excellence in Early Childhood (DIEEC) at the University of Delaware and its many community partners and funded through the Early Learning Challenge and Delaware Department of Education, led to significant increase in the number of programs participating in Stars in 2013.
- **Delaware increased the percent of children with high needs in Stars top tier programs to 42% (6,306), exceeding its Year Two target of 35%** while increasing the percent of children with high needs in the Stars /QRIS programs to 67% (10, 011), exceeding the Year Two target of 50%.
- **New Delaware Stars supports were started, attracting more programs to become part of Delaware Stars/QRIS and helping programs in Stars to move up in quality rating.** The Challenge's innovative, new supports to promote the growth and development of Stars early educators and program quality were successfully implemented in Year Two, including:

- **CORE (Compensation, Retention and Education) Awards** - Individual awards for early childhood educators resulted in financial awards to 1,337 individuals based on increased education and professional development, with a total of \$3,809,000 in Challenge funds awarded to early educators who met criteria. This highly successful initiative was very well received by early educators and program directors alike.
- **Early Learning Leadership Initiative (ELLI)** - 86 individuals participated in the Director Credential using the McCormick online leadership curriculum and working with a local leader from McCormick in communities of practice to enhance leadership knowledge and skills. Prior to the end of Year Two, another 113 participants had been recruited for the next leadership learning series.
- **Infrastructure Fund** - \$303,000 in Infrastructure Funds supported 33 Stars programs with high-needs child enrollees received financial assistance for improvements to the physical plan or technology needed to increase program quality and move the program up in Star rating, encouraging public schools and public charter schools to participate in Stars. Improvements included computers (44 purchased for programs participating in the young child assessment pilot and 47 computers and software for participants in the Early Learning Leadership Initiative/ELLI), sinks, fencing, playground equipment and installation, cameras, copiers and construction of walls to divide areas - all integral to the programs' quality improvement plan, providing direct assistance to help programs move to higher Stars quality ratings.
- **Expanded and Enhanced Specialty Technical Assistance:** Delaware Stars Specialty TA was significantly expanded, with new technical assistants providing consultation to Stars programs in developmental screening, child assessment and nutrition and health.
- **Expanded and enhanced professional development:** Delaware Stars early educators benefited from new PD opportunities, including 561 early educators trained to use the ASQ for developmental screening of young children and 584 early educators obtained one or more of the newly developed specialized expertise credentials.
- **Young Child (Birth to 5 yrs.) Child Assessment pilot completed.** Nearly 50 programs from Delaware Star 3, 4 and 5 programs participated in a child assessment pilot for children birth to age 5. More than 200 early educators were trained on the Teaching Strategies Gold child assessment instrument. Following the training, they observed and assessed children using an online data system, generating useful reports after assessing more than 2,000 young children using this standardized tool. Family conference forms and send-home resources helped to engage families of young children assessed. The pilot experience is informing the full implementation of the formative assessment that be fully implemented and open to all Stars 3, 4, and 5 programs beginning in January, 2014.
- **QRIS recruitment efforts expanded.** Delaware Stars launched its new Ambassadors program in which experienced providers reach out to recruit other family-based care providers into Stars which, in part, led to a significant increase to 23% of all family based care providers participating in Stars/QRIS. A Challenge-funded new staff position expanded Stars recruitment efforts as well. All these efforts contributed to Delaware's ability to exceed targets for increasing programs in Stars.
- **Studies by national experts informing further Delaware Stars enhancements.** "Modeling Quality Costs for Delaware Stars: Report on the Program Cost of Quality," was completed by Anne Mitchell, president of Early Childhood Policy Research and co-founder of the Alliance for Early Childhood Finance. The report includes cost modeling for moving up in quality rating in Delaware Stars and maintaining a quality rating, along with recommendations to strengthen Stars. "Delaware Stars: Views from Participants," authored by Kim Means. M. Ed, Child Care State Systems Specialist Network, Office of Child Care, U.S. Department of Health and Human Services and Kathy Thornburg, Ph.D., ELC technical assistance team member, contains the findings

and recommendations from a series of focus groups and interviews conducted across the state covering all key Delaware Stars participants including program staff, early childhood program providers, technical assistants and assessors and other key stakeholders. Authors of both reports presented findings to stakeholder groups in Delaware in September, 2013. The reports' recommendations, reflecting input from the field, have been used to develop further Delaware Stars enhancements planned for implementation beginning early in 2014.

- **Delaware Stars/QRIS evaluation began.** Following Year One's planning and consultation with early learning educators, providers, community partners, Stars management, elected and appointed officials and business leaders and advocates, garnering input to inform the refinement of the evaluation questions, RAND was identified as the evaluation partner for the Challenge's evaluation of the Delaware Stars program. Planning with the Evaluation Advisory Committee, RAND and the Office of Early Learning for the evaluation was completed in Year Two and the evaluation is on schedule to begin in Year Three, with parent interviews scheduled as a first step to occur in January, 2014.

Goal 3: Build connections between early learning and the K-12 schools

- **Early Learner Survey (KEA) targets were exceeded.** Year Two Challenge targets for the implementation of the Early Learner Survey were exceeded. 63% of kindergarten teachers (315 of 500) conducted the survey and 6,632 children participated, more than the target of 6,000 participating students. This success moved the initiative forward and laid the groundwork for full implementation (all public kindergarten classrooms and children) across the state in Year Three. The Delaware Early Learner Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development, including these areas as set by state law:
 - Language and literacy development;
 - Cognition and general knowledge;
 - Approaches toward learning;
 - Physical well-being and motor development; and
 - Social and emotional development.
- **Family Engagement Survey Pilot successfully implemented as part of Delaware Early Learner Survey.** The Office of Early Learning, with partners, completed development of the family survey and piloted its use across the state as part of the Delaware Early Learner Survey (DE ELS) in 2013. As designed, the survey helped kindergarten teachers know more about each child's personal interests, gain insight into the child's previous educational experience and aided in the development of relationships between teachers and their student's families. Comprised of two questionnaires (Getting to Know You and Welcome to Kindergarten), the survey will be embedded in DE ELS which moves to full implementation in 2014. Teachers reported that 'nearly all' families participated (70%) and 80% of teachers said the information in the survey was "useful" in developing relationships with students and their families. 90% of teachers supported incorporation of the survey into the full DE ELS.
- **Local Delaware Readiness Teams were established and operating across the state.** Delaware, with its managing partner the Delaware Early Childhood Center, guided implementation of our state's first-ever set of local teams (19) designed to improve linkages between early childhood to early elementary in support of the readiness equation (Ready Families + Ready School + Ready Early Care and Education Programs + Ready Communities= Ready Children Year Two marked enhanced staffing to support the teams, completion of all the community assessments, and a state-level meeting in which more than 100 representatives of the 19 teams shared the results of their community assessments and preliminary action plans with each other and Governor Markell, celebrating their successes to date. The private partners who are providing fund and

supports for the Delaware Readiness Team initiative include PNC, Nemours, Rodel Foundation, and United Way. PNC, Nemours, and United Way have contributed the funding for each of the 19 teams to have \$20,000 to utilize in supporting their locally developed action plans. In 2013 a Delaware Readiness Team Advisory Committee was formed and is chaired by the Rodel Foundation with each of the funders play a critical role in helping to advise and guide the continued development and support of the teams.

- **Early childhood instructor knowledge survey conducted.** Over 100 early childhood instructors from Delaware's higher education and adult education institutions have been asked to complete an knowledge survey in 2013. The survey seeks to understand the instructors' areas of expertise and to identify gaps where additional resources could be developed in support. The survey will also identify ways in which pre-service candidates are learning about Delaware-specific initiatives such as Delaware Stars or usage of the Delaware Early Learning Foundations within course content. Results of the survey will be compiled and shared with each higher education institution.
- **Higher education institutions' course alignment completed.** Syllabi were collected from the institutions that offer both associate and bachelor level early childhood degrees. Content was assessed for alignment to Delaware's Early Learning Foundations and Workforce Competencies. Identified strengths and gaps will be shared with the higher education institutions and a resource kit will be provided to assist the schools' development of additional content in the gap areas, anticipated to lead to enhanced alignment.
- **Adult education coursework enhancements have begun.** Revisions have begun to Delaware's adult education course TECE 1 and 2. This 2-part course is used as a qualifier to enter the early childhood workforce. Updated information that reflects current practice and Delaware frameworks, along with additional rigor and embedded remediation strategies are being added. The enhanced courses will demonstrate alignment to the Child Development Association (CDA) and Delaware's colleges' introductory early childhood courses for articulation.
- **New early childhood experiences for Delaware's high school students result in college credit.** Delaware high school students now can get a jump-start on a career in early childhood education. Polytech High School's early childhood students dual-enrolled in the fall of 2013, taking introductory Delaware Technical Community College courses for credit in their high school classroom. 18 students are enrolled in the ECE 111: Childhood Health, Safety, and Nutrition course in an online format and 17 students are taking ECE 120: Contemporary Issues in Early Childhood. Upon successful completion, students will have 6 college credits. Initially, the tuition and other fees for the courses are being paid for by the Early Childhood Challenge Grant while Delaware's schools explore funding options for the future.
- **High school students now receive support for college entry exams.** In Year Two, Delaware's early childhood high school students were been offered an online remedial program, initially funded through the Challenge grant, to provide preparatory supports for those who have been identified as at-risk of passing college entry exams. This course, supported with a mentor-teacher, works in conjunction with the dual enrollment program, giving those students an opportunity for beginning college level work during high school or assurance they can continue their education upon high school graduation without the need for remediation during their college experience.

Goal 4: Create a sustainable system with strong parent and community engagement and advocacy

- **Governor Markell and the Delaware Early Childhood Council launched a new Delaware Early Childhood Strategic Plan.** To a packed Penn Cinema IMAX theater house, more than 400 including educators, legislators and community and business leaders, and U.S. Secretary of Education Arne Duncan, Governor Jack Markell presented the state's new, long-term strategic plan to strengthen and sustain Delaware's early childhood system. Developed by the Delaware Early Childhood Council with broad community input and

support, the plan focuses on whole-child development, family engagement and community collaboration to reach milestones and meet established goals over the next five years. The Council created four new committees which align respectively with the four goals, each chaired by prominent community leaders. The Plan's four strategic goals align with those of the Early Learning Challenge:

1. **A Healthy Start for All Children:** Create an environment where Delaware children become the healthiest in the nation- physically, emotionally, and behaviorally.
 2. **High-Quality Early Childhood Programs and Professionals:** Provide all Delaware children with access to high-quality early childhood programs and professionals.
 3. **An Aligned and Effective Early Learning System, Birth Through Third Grade:** Create a system that enables all children to arrive at school ready and eager to succeed and prepares K-12 schools to further enrich their early learning.
 4. **Sustainable System Improvement:** Develop and sustain policies, programs and partnerships that address the comprehensive developmental needs of all children.
- **U.S. Secretary of Education Arne Duncan and state officials** including Gov. Jack Markell, Senators Tom Carper and Chris Coons, Representative John Carney and Lt. Gov. Matt Denn **gathered in support of supporting quality early learning in Delaware in April**, visiting St. Michael's School and Nursery in Wilmington to see the teachers and children of this dynamic Delaware Stars program in action.
 - **New Commission on Early Education and the Economy leads business advocacy for early learning.** The Delaware Business Roundtable's Committee on Education established this new commission in 2013. The commission's first meeting was with Governor Jack Markell who helped to launch their work to promote investment in quality early learning to the benefit of children and the families and Delaware's economy. Twenty-three prominent business leaders are members of the commission which serves as Delaware's leading business voice for quality early learning programs throughout the state especially for the first state's most at-risk and youngest learners.
 - **Local Delaware Stars celebrations held in Year Two strengthened local community support** for the expanded number of Stars programs across the state and involved local elected officials, families and program early educators and other Stars staff. More than 400 people participated in these events, marking the local communities' enthusiasm and support for quality early learning for young children.
 - **Family and Community Engagement expanded in Year Two.** The Office of Early Learning and its partners conducted family outreach at hundreds of community events across the state in 2013, reaching more than 13,600 individuals to increase of public awareness about importance of quality early learning for young children and the use of Delaware Stars/QRIS as the guide for families who are seeking early childhood programs for their young children. The development of an overarching community engagement plan guided the efforts throughout the year and across the state. Newly developed outreach materials and promotional give-aways supported the effort.
 - **New website launched to support families with young children.** This new website was launched by the Office of Early Learning and developed in partnership with families and key partners in Delaware's early childhood system. The website promotes the importance of early learning for young children (birth to age 5) and the use of Delaware Stars as a guide for families seeking early childhood programs for their children. Since 90% of brain development occurs by the age of 5, families want to know more about the importance of early learning for a young child and how to find the right early childhood programs for their children. An 'early learning program search' is incorporated as a key part of the site and the entire site, including the search, is specially designed for optimization, so that it works very well on smartphones, since families with young children are 'on the go.'" The website, www.greatstartsdelaware.com, has had **7,608 unique visitors in its initial 6 months**, a clear indication of the interest in early learning in Delaware. A contest, with family

fun prizes funded by a private foundation partner and valued at \$100 each and advertized through a print media campaign helped boost interest in the site. Associated social media, including **Facebook and Twitter** have garnered interest as well. The new **Early Learning at Home** tab, added late in year two and updated at least twice each month, offers myriad low-to-no cost activities for families. Activities there are organized by infant, toddler and preschooler age groupings which families find helpful when looking for activities that are 'just right' for their child and family.

- **Delaware's monthly early childhood e-news distribution reaches nearly 5,000.** Initially developed for key stakeholders to share news about significant developments in the state's early childhood system enhancement, the e-news is finding a broader audience as early educators, families and other with interest in supporting quality early learning join the distribution list. The e-news monthly editions are archived for easy access on the website - www.greatstartsdelaware.com.
- **New marketing and promotion products developed for Delaware Stars in use.** Brochures for families were developed to promote both the Delaware Stars Center-based and Family-based programs and were distributed to hundreds of sites across the state where families will be sure to see them, including libraries, state service centers and community centers. New supports include the Stars Community Engagement Calendar and the Guide to Program Promotion. These, along with information on all the new supports for Stars programs are posted to the Delaware Stars provider website for easy access by programs.
- **Communication training workshops were held.** A series of communications workshops was developed and held in December, 2013 to help partners share a united voice about the importance of quality early learning and the many ways Delaware is working to make it a priority. The workshops, conducted by an expert in communications and marketing, focused on the quality early learning big picture in Delaware and helping participants generate conversation about quality early learning in Delaware, including exercises to work on crafting a message, and tips and discussion about sharing the message with the media. **A slide deck with materials** that can be used in presentations given by staff, business leaders and other who advocate for quality early learning in Delaware, was developed and posted to the web page for easy access. There are plans to hold more workshops in 2014.
- **Early childhood data status was assessed, laying foundation for enhancement of Delaware's capacity to integrate data with system development.** A technical assistance team of experts was sent to Delaware to conduct an on-site assessment by the Challenge's federal funding agencies in response to Delaware's number one request for assistance. A multiple-day on-site visit conducted in October, 2013 included an extensive review of existing databases, the current capacity for data system integration across state agencies and early childhood system partners, including providers through a series of meetings with staff from participating state agencies, early childhood partners and State leaders, including the cabinet secretaries of each agency. The report will provide information and recommendations that will be used to guide early implementation to enhance Delaware's capacity to integrate some early childhood data for analysis and system management beginning in Year Three-2014. Though not a core component of the original Delaware Challenge application, early implementation of the Challenge initiatives in our state made clear that it is necessary to develop capacity in this area.
- **Partnerships continue to grow stronger between the participating state agencies (Department of Education, Department of Health and Social Services and Department of Services for Children, Youth and Their Families) and the Office of Early Learning.** The committed, dedicated participation of high level representatives on Delaware's Early Learning Leadership Team enables the team to regularly review and track Early Learning Challenge progress against targets, reviewing the monthly Challenge Dashboard of key indicators, a monthly financial report and working together to identify challenges to implementation and remove barriers.

- **First annual Early Learning Challenge All Partners Meeting was a success!** More than 150 partners in support of the **Early Learning Challenge** and the state's **Early Childhood Strategic Plan** came together near the close of Year Two in December, 2013 to celebrate successes, connect with colleagues and strengthen collaboration across the early childhood system and work together to generate strategies moving forward. The meeting brought together individuals/organizations working in the areas of health, early education, connections to K-12 and higher education, and community building/systems development. Participants joined forces to identify accomplishments and interdependency across the early childhood system, and worked together in small teams to tackle trouble spots and develop strategies to help address trouble spots. The day ended with a reminder of where we started the Challenge, a snapshot of where we are and words of inspiration going forward from the chair of Delaware's Early Childhood Council, Dan Rich. The initial feedback is excellent, with many people meeting others for the first time and finding ways to build new connections. The meeting report will inform Challenge implementation next steps in Year Three and beyond.

2) Lessons Learned: Delaware's primary lesson learned is not a surprising one and it is this, partnerships are essential for success. In the attachment to this APR, there is a two-sided document that highlights accomplishments on one side and partnerships on the other side. These more than 100 partners have been critical to the success we have experienced to date under the Early Learning Challenge Grant. More than 150 partner representative participated in the December, 2013 All Partners Meeting, co-sponsored by the Delaware Early Childhood Council and the Office of Early Learning. Community partners, advocates who are partners, early childhood program partners, private sector partners, families who partner with us in Early Learning Challenge Grant implementation - all are critical contributors to our success to date. Further, it is the partnerships developed that will help to ensure the sustainability of the many gains made to date through the implementation of the Challenge grant.

3) Challenges: The primary challenge identified to date has been the lack of an integrated early childhood data system in Delaware. The Office of Early Learning and the Early Learning Leadership Team (with representatives from all the participating state agencies) resolved to make data -informed decisions where ever possible. That task has been difficult with no integrated early childhood database from which to draw information and reports. In addition, gathering and compiling the data necessary to meet federal reporting requirements has also been a challenge, requiring outreach to a variety of different partners and participating state agencies, including from several divisions within each department.

4) Strategies Delaware plans to us to address the challenges: In Year Two the Office of Early Learning sent in a technical assistance request in response to the invitation from our federal funding agencies, US DOE and DHSS. At the top of the list was a request for a team of early childhood data experts to come to Delaware to conduct an on -site review and assess Delaware's readiness for starting work on an integrated early childhood data system. Delaware was very fortunate to have this number one request met with a federally sponsored team of three early childhood data experts who completed a review and assessment of Delaware's current status in early childhood data and assessed our readiness for moving forward to develop an early childhood integrated data system (ECIDS). Delaware will be informed in its planning by the report from this team. Based on early feedback from the TA team, Delaware's Office of Early Learning did partner with the Delaware Department of Education in submitting a proposal to the Michael and Susan Dell Foundation for a project that would represent a concrete start on development of a database, focusing on gathering child formative assessment data from the Delaware Stars/TQRIS programs and from the Delaware Early Learner Survey (DE ELS) conducted at kindergarten entry and developing data dashboards to make the results of child assessments available readily to their educational

instructor for use in the development of individualized learning approaches and instructional planning to improve instruction.

Delaware anticipates receiving the final TA team report early in Year Three, which will inform our next steps in planning any early childhood database. The Office of Early Learning has coordinated state teams to participate in a series of technical assistance workshops hosted by the federal funding agencies to enhance our staff's understanding and readiness to take on critical work in areas such as early childhood governance, early childhood data privacy and protections and best practices in data system development and implementation, scheduled to take place early in Year Three. Where there is good news from the private foundation regarding a startup grant, Delaware will begin taking concrete steps to develop an early childhood integrated database.

Successful State Systems

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

Governance Structure

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

In Delaware, the Early Learning Challenge focus is on systems building for early learning and child development services for children with high needs, including those with low-income, disabilities or who are dual language learners, in order to improve children's outcomes and readiness for school and life.

The Office of Early Learning of the Governor's Office continues to lead and manage the Challenge grant implementation to ensure that goals are met. The office works directly with the three participating state agencies - the Departments of Education, Health and Social Services and Services for Children Youth and Their Families.

The Early Learning Leadership Team, led by the Office of Early Learning and comprised of representatives from the participating state agencies, the Governor's Office and Delaware's Early Childhood Council, meets regularly (5-6 times per year) to review progress on the Challenge implementation plan, identify and address barriers to implementation and to develop the most promising strategies to ensure that Challenge goals are met in a timely way. The standing Council committees which map to the four goals of the Early Learning Challenge grant meet separately, reporting to the full Council on progress toward each of the respective goals and making recommendations to the Council where the committee determines a recommendation is appropriate.

The Delaware Early Childhood Council, with members appointed by the Governor, is an advisory body which provides oversight of the State Early Childhood Strategic Plan. In support of the strategic vision of Early Learning Challenge, there are four standing committees which align respectively with the four Challenge grant goals. These committees provide stakeholder input and advocacy, laying a strong foundation for sustainability of gains made through the Challenge. The Council Co-Chair is a member of the Early Learning Leadership Team.

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.

The support of stakeholders is critical to the sustainability of the gains made under the Early Learning Challenge Grant and to continuous quality improvement of the state's early learning system following expiration of the federal grant. Governor Jack Markell continues to be the leading stakeholder, taking on responsibility in his state and national leadership roles for promoting increased awareness of importance of quality early learning for young children to get the desired positive outcomes for the young children and their families and for the gains in economic development that result in the longer term through a stronger, better prepared workforce in our state.

State and local elected officials participated in 2013 in several ways, lending their direct support by presenting awards at Delaware Stars/QRIS Celebrations in each of Delaware's three counties, reading to young children to promote social and emotional wellness during Child Mental Health Awareness day events in early childhood centers and sponsoring events designed to recruit new early childhood providers to join Delaware Stars.

Many stakeholders participated by serving on one of the Delaware Early Childhood Council's four committees, each led by a Council member who is broadly recognized, well-respected community leaders in our state. These are the committees and a brief description of their role and activities:

- 1) **A Healthy Start for All Children** (aligns with Challenge Goal 1) whose members guide the design and implementation of a successful strategy for all child-serving organizations to include developmental screening as part of their work and assure appropriate training, data gathering and sharing and the use of information to best improve quality services and outcomes for children. They serve as advocates for Delaware's early learning system;
- 2) **High Quality Early Childhood Programs and Professionals** (aligns with Challenge Goal 2) whose members guide the expansion of Delaware Stars, provide Stars/QRIS implementation feedback, identify and work to address opportunities for improvement and advise on the expansions of supports for the QRIS. They serve as advocates for Delaware's early learning system;
- 3) **An Aligned and Effective Early Learning System, Birth through Third Grade** (aligns with Challenge Goal 3) whose members guide the design, development and implementation of Delaware's new strategies to build linkages between early learning and K-12 education and serve as advocates for Delaware's early learning system;
- 4) **Sustained Early Childhood System Improvement** (aligns with Challenge Goal 4) whose members guide the successful implementation of communication and outreach strategies to build a statewide community of advocates for early learning, provide visible community support such as participating in the Office of Early Learning initiatives and events designed to sustain a system of early learning in the state, and consider and advise early learning leadership on issues of long-term system sustainability.

Beyond the elected officials and individuals who are members of the Council or its committees, individuals who are stakeholders from across Delaware's early childhood community and the general public have taken active roles in the implementation of key activities carried out under the Early Learning Challenge grant. Examples from each of the four ELC goal areas are offered here as indicators of the breadth and extent of the involvement of stakeholders in Challenge-related activities:

- Assessment and Curriculum Committee (Goal 2)
- Commission on Early Education and the Economy (Goal 4)
- Compensation, Retention and Education (CORE) Awards Advisory Committee (Goal 2)
- Delaware Early Learner Survey Advisory Committee (Goal 3)
- Delaware Stars Evaluation Advisory Committee (Goals 2 and 4)
- DEL READINESS TEAMS Advisory Committee (Goal 3)
- Higher Education Partnership Workgroup (Goal 3)
- Infrastructure Fund Advisory Committee (Goal 2)
- K-2 Standards Development Committee (Goal 3)
- Office of Early Learning Communications Review Panel (Goal 1)
- Verification and Assessment Committee (Goal 2)

In addition, strong partner organizations who are key stakeholders have taken a very active role in implementation of the Challenge grant initiatives, competing successfully in OEL request for proposals to become the managing partners on newly developed initiatives and supports such as:

- Children and Families First, Inc. administers the Infrastructure Fund and employs some Delaware Stars technical assistants (Goal 2);
- Delaware Association for the Education of Young Children administers the Compensation, Retention and Education (CORE) awards initiative (Goal 2);
- Delaware Early Childhood Center administers the DEL TEAMS initiative (Goal 3);
- Easter Seals of Maryland and Delaware partners by managing the developmental screening training for Delaware Stars programs on the use of the Ages and Stages Questionnaire - SE and employing some Delaware Stars technical assistants (Goal 2);
- McCormick is the managing partner for the Early Learning Leadership Initiative (ELLI) and has a local leader-mentor in Delaware who leads the communities of practice groups for early educators participating in the leadership training (Goal 2);
- Teach for America administers the enhanced supports provided to infant, toddler and preschool teachers at Stars programs, enhancing professional and leadership development for these TFA teachers. (Goal 2)

The Office of Early Learning partnered with state agencies in sponsoring open forums for sharing information about policy changes proposed and soliciting feedback to inform the State's response. An example was the July meeting co-sponsored with the Division of Social Services to gather input on the federally proposed child care regulation changes, with feedback used in developing the State's comments to ACF on the proposed regulation. More than 40 individuals participated and expressed very positive views of the opportunity to be heard on the issue.

Early Learning and Development Programs continue to participate in local forums across the state where they learn about the Challenge goals and strategies and provide input to leaders from the Office of Early Learning, the Stars program, and the Departments of Children, Youth and Their Families, Health and Social Services, and Education, among others. For example, there are quarterly meetings for early childhood program providers that participate in the Purchase of Care subsidy program in order to elicit their feedback about the program and the Challenge. Those quarterly meetings have been expanded to include representatives of the various partners involved in the Early Learning Challenge implementation to make it easier for providers to get answers to questions and have planned direct access to the partners as a strategy designed to enhance the community partnership aspect of the Challenge. The Office of Early Learning (OEL) along with others on the Early Learning Leadership Team meet with providers at these regularly scheduled provider meetings across the state to share information and to listen to provider insights and input. Providers have responded very positively to this meeting forum, with many more providers attending than when the meetings were a forum just for one division (Division of Social Services which manages the Purchase of Care subsidy program). Providers tell OEL staff that they do appreciate the opportunity to have a single forum that enables them to reach the set of state agencies and others who are working together to enhance the state's early childhood service system.

A new approach, County-based celebrations for Delaware Stars programs, brought the QRIS program's concept of continuously improving early learning programs to Delaware's local communities in a new way. While the Year One state-level Stars Celebration event attracted 400, these community-based events attracted many more people and an increase in participation of Stars program staff and early educators and families with young

children in Stars programs. And of course, with 435 Stars programs across the state and 43% of those in the top quality tiers, there was even more to celebrate in 2013!

Educators are critical partners in shaping in the Delaware Early Learner Survey. Through an active Advisory Committee, kindergarten teachers and school leaders from around the state are engaged in both planning and implementing the DELS. Teachers have played a leadership role in the training on the instrument; all participating teachers have been surveyed about their experiences. Administrators in early education were also involved as they identified the participating teachers, provided input and promoted the survey. Early childhood educators, administrators, state agency staff and advocates have been directly involved in providing input into the development of the request for proposal that will be used to solicit a successful vendor to conduct the QRIS validation study. During Year Two, two terrific public service announcements (PSAs) by the Delaware State Education Association ran on radio stations throughout the first state during the summer. Narrated by the DSEA president, the spots promote early learning and things to do over the summer to prevent learning loss. The PSAs were posted to the www.greatstartsdelaware.com and to the accompanying Facebook page.

Parents of young children are key stakeholders in the Challenge and are actively involved as reviewers of outreach and messaging materials and strategies for Stars/TQRIS through many venues, ranging from meeting with and listening to parents from the state's social service offices, to community meeting with families from the Latino community, to working with Family Voices (an organization serving families with children with disabilities and special needs), to working with a range of early learning programs and their parents to hear from families. The Office of Early Learning has explored partners across the state the design and conduct of a family survey across Delaware's early child-serving programs as a way to hear from parents about how and whether programs are supporting their children's learning and development, supporting them as parents, and how services can be improved. It is anticipated that the first family survey will be conducted in spring, 2014. Parents aided in the identification of the PEDS (Parents' Evaluation of Developmental Status) as the standardized developmental screen for use by health providers and are the primary informants in developmental screening, including for the tool now in use in Delaware Stars/QRIS for developmental screening, the ASQ (Ages and Stages Questionnaire-SE). The integral involvement of parents/caregivers in this primary informant role in young child developmental screening recognizes the parents are the experts on their children's behaviors and provides an opportunity for parent education around young child development.

The Delaware Readiness Teams Challenge initiative depends upon parents, early childhood educators and administrators, early elementary teachers and administrators, advocates and business leaders. All these critical stakeholders are actively participating as members of the nine-teen Delaware Readiness Teams across the state, developing and implementing local strategies to improve linkages between early childhood and early elementary for young children and their families.

The Office of Early Learning partnered with state agencies in sponsoring open forums for sharing information about policy changes proposed and soliciting feedback to inform the State's response. An example was the July meeting co sponsored with the Division of Social Services to gather input on the federally proposed child care regulation changes, with feedback used in developing the State's comments to ACF on the proposed regulation. More than 40 individuals participated and expressed very positive views of the opportunity to be heard on the issue.

Efforts to gather information to help policymakers improve Delaware's early learning system, for instance the two reports designed to inform the further enhancement of the Delaware early childhood system development,

involve early childhood program early educator staff, partners and community partners. One report, "Modeling Quality Costs for Delaware Stars: Report on the Program Cost of Quality," was completed by Anne Mitchell, president of Early Childhood Policy Research and co-founder of the Alliance for Early Childhood Finance. The report includes cost modeling for moving up in quality rating in Delaware Stars and maintaining a quality rating, along with recommendations to strengthen Stars. A report titled, "Delaware Stars: Views from Participants," authored by Kim Means, M. Ed, Child Care State Systems Specialist Network, Office of Child Care, U.S. Department of Health and Human Services and Kathy Thornburg, Ph.D., Early Learning Center technical assistance team member, contains the findings and recommendations from a series of focus groups and interviews conducted across the state covering all key Delaware Stars participants including program staff, early childhood program providers, technical assistants and assessors and other key stakeholders. These report findings and recommendations, along with input received from the myriad workgroups, committees and meetings held regularly across the state for the purpose of gathering input and feedback from stakeholders regularly inform the Challenge implementation and planning for next steps.

Advocacy for quality early learning increased in Year Two. A day-long training on "Taking Advocacy to the Next Level: Building a Framework for Early Learning," led by a team from Child Care Aware was hosted by the Delaware Association for the Education of Young Children (DAYEC) and the Office of Early Learning. Held at the Newark Day Nursery and Children's Center, the event provided a great opportunity for stakeholders to enhance their advocacy skills.

The 2013 Early Childhood Advocacy Day was sponsored by the Delaware Association for the Education of Young Children (DAEYC). This annual event provides an opportunity for early learning providers to visit Legislative Hall, talk to their legislators, attend the Early Childhood Rally on the steps of Legislative Hall and attend a session of the House of Representatives. This year, Senators Bethany Hall-Long, Ernesto Lopez and Representative Quinton Johnson joined in the rally. The legislators expressed their support for early learning and praised the work being done by early learning professionals statewide. In addition, there was a substantial increase in the number of newspaper articles at the state level and op-eds and letters to the editor which were supportive of quality early learning in Delaware, with several publicly making the case for public investment in early learning as an economy development strategy.

Key stakeholder partners were part of the Delaware Early Learning Challenge team participating in the ELC All Grantees Meetings in Year Two, providing an opportunity to hear directly from Secretary Duncan and Secretary Sebelius on the Challenge grant and their aspirations for the future for early learning in the U.S.

Many key stakeholders in Delaware took the initiative to recognize the value of early learning for young children and their families and for our state. As just a few examples, the Delaware Academy of Medicine presented its Executive Director's Public Health Award to Helen Riley, Executive Director and her staff at the St. Michaels School and Day Nursery (a Star 4 program) recognizing the outstanding contribution of the program to the health and well being of young children in the community through advocacy and education. The Children's Department's Division of Prevention and Behavioral Health, as part of Child Mental Health Awareness Day celebrations in May, distributed its early childhood and mental health curriculum and toolkit at no cost for use by nearly 300 early childhood programs across the state, promoting children's social and emotional well-being. The Executive Director of the Delaware Criminal Justice Council co-authored an Op Ed in the newspaper, making a compelling argument that investing to expand access to high quality early learning is an effective long-term way to increase public safety. Many partners of OEL participated in the Challenge by representing the Challenge and the Delaware Stars programs at hundreds of community/family outreach events and health fairs across the

state in Year Two, reaching nearly 14,000, raising awareness of the importance of quality early learning and promoting Delaware Stars as a guide for families seeking quality early childhood programs for their young children. The Delaware Department of Education included, as its headline article in its Summer 2013 Delaware Educator publication, an article titled, "Never Too Early to Learn- State Increases Focus on Early Childhood System."

The active involvement of stakeholders is essential, and is critical for Challenge implementation success, continuous quality improvement and for the long-term sustainability of Delaware's early learning system.

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.

Delaware did not make any changes in state legislation, policies, executive orders that had an impact on the Early Learning Challenge or its implementation plan.

Participating State Agencies

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

The commitment and participation of the three original participating state agencies remains in place as described in the Early Learning Challenge application, strengthened by ongoing collaboration and partnerships support of the state's early learning system vision as advanced through the Challenge.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

(6) Effective data practices	
Yes or No	No

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.

There were no revisions in the TQRIS in Delaware during 2013.

Two studies were conducted to gather information about the TQRIS/Delaware Stars.

"Modeling Quality Costs for Delaware Stars: Report on the Program Cost of Quality," was completed by Anne Mitchell, president of Early Childhood Policy Research and co-founder of the Alliance for Early Childhood Finance. The report includes cost modeling for moving up in quality rating in Delaware Stars and maintaining a quality rating, along with recommendations to strengthen Stars. "Delaware Stars: Views from Participants," authored by Kim Means. M. Ed, Child Care State Systems Specialist Network, Office of Child Care, U.S. Department of Health and Human Services and Kathy Thornburg, Ph.D., ELC technical assistance team member, contains the findings and recommendations from a series of focus groups and interviews conducted across the state covering all key Delaware Stars participants including program staff, early childhood program providers, technical assistants and assessors and other key stakeholders. Authors of both reports presented findings to stakeholder groups in Delaware in September, 2013. The reports' recommendations, reflecting input from the field, have been used to develop new, additional Delaware Stars enhancements planned for implementation beginning early in 2014.

Technical Assistance and Stars Plus: Delaware has three models of Technical Assistance for Delaware Stars programs. All programs receive a generalist TA who visits their assigned programs monthly, working on the program's quality improvement plan in a collaborative and consultation way. Both the programs directors and early childhood program teaching staff work with the TA to improve teaching and learning and to prepare for program assessments, for instance the ERS (Environment Rating Scale). Programs that have 40% or more children with Purchase of Care public subsidy and/or are located in high needs geographic areas receive weekly technical assistance in a Stars Plus model that includes additional financial resources and a monthly communities of practice meeting. In Year Two there were 13 such groups, with two more coming on board early in Year Three. These programs benefit from free targeted professional development for both directors and teaching staff. Last, technical assistance is available in an array of specialty areas that are critical to a program's success and positive child outcomes. These include: TAs for the Environment Rating Scale, Infants and Toddlers, early childhood mental health consultation and coming in year three, TAs for curriculum and assessment.

While the State of Delaware's original application did not include the specifically the following, progress has been made in these areas and information from this has been used to inform some of the TQRIS enhancements begin undertaken as we begin Year Three.

- With regard to comprehensive assessment, the Office of Early Learning used Challenge funds to conduct a pilot in 2013, providing no-cost training, materials and technical assistance to providers in Delaware Stars who elected to work on the standard on child-specific assessment and who signed up for the pilot. These were programs that were not presently using a standardized tool for child assessment. The state had identified TSI Gold as the primary standardized instrument to be supported, so that the materials and training were specific to the birth to age 5 assessment developed by TSI Gold. There was a very positive response to the pilot. Programs did receive (via concurrent application to the Infrastructure Fund) a portable electronic device for their staff to use in recording the results from the assessment. In addition, the Office of Early Learning will provide access for the programs that complete the training and are using the TSI Gold for assessments, to an online database for recording results. Part of the TSI Gold assessment materials includes a guide to activities that families can do with their children to help the child develop in a wide array of areas. Early educators may use these materials to share with families of children in their program who are interested in enhancing the further development of early learning at home.

- With regard to health promotion, a new Health and Nutrition Technical Assistant is now funded (starting in year two) through the Challenge. Working within the Delaware Stars, this specialty TA reaches out to provide technical assistance in the area of health and nutrition to the Delaware Stars programs, focusing on the standards and indicators addressing this area, such as the standard of healthy lifestyles and the indicators in the Environment Rating Scale. This new support is being well received by the programs. The new TA is also developing free professional development for Stars programs in the area of health and nutrition. In collaboration with Nemours Health and Prevention Services and the Child and Adult Care Food Program in the Delaware Department of Education, the Office of Early Learning has developed a new learning management system where quality assured, on line professional development will be available in Year Three addressing the areas of health and nutrition. All of the professional development will be captured on the early childhood professional registry transcript through the online system maintained by the Delaware Institute for Excellence in Early Childhood.

- With regard to family engagement strategies, the Delaware Stars program encourages family engagement at the child-specific level by providing technical assistance to programs in how to improve and enhance communication with the families and parents of children enrolled in their programs. Delaware Stars programs have benefitted from the promotional materials developed through the Challenge designed to inform parents and families about Delaware Stars and provide information that assists them in making decisions about where their children attend early childhood programs. In addition, promotional materials such as window slicks and brochures and magnet information cards all have helped to engage families in supporting their Delaware Stars program publicly. The Office of Early Learning developed and conducts training for state agency partners and community partners to educate them about the importance of quality early learning and equip them with the necessary materials (e.g. family outreach cards) and script (which they practice as part of the training) to reach out to families with young children whom they serve through their various programs, for example the purchase of care subsidy program, the Child and Adult Care Food Program, the Health Ambassadors outreach or the Help Me Grow call specialists. In addition, the Challenge funds have been used to support family outreach at community events across the state to a) promote increased public /family awareness of the importance and value of quality early learning for young children and b) promote Delaware Stars as a guide for families who are

seeking quality early childhood programs for their children. The website developed to support families with young children (www.greatstartsdelaware.com) offers information to families on how to identify and find quality early learning programs, how to interact with their child at home in activities that are designed to promote early learning.

- With regard to effective data practices, Delaware recognized in the implementation of the Challenge and in developing the federal reporting on performance measures to be achieved, that an early childhood integrated data system (ECIDS) would enhance the state's ability to effectively manage and administer the grant as well as to provide direct assistance to early educators regarding how to use the results of the assessment in improving approach to learning and instruction for very young children. Delaware's Challenge number one technical assistance request for 2013 was for expert early childhood data system consultation in the conduct of a 'readiness assessment,' reviewing the current status of early childhood data here and recommending best next steps toward the development of a Delaware ECIDS. The technical assistance team sent to Delaware did a great job of assessing current status and issued a report (made available in final form early in year three) which will serve to guide the state on best next steps to develop an ECIDS. The Office of Early Learning partnered with the Delaware Department of Education in the development of a request to the Michael and Susan Dell Foundation for seed money to begin development of an ECIDS. Funds from the Challenge (with federal approval) and from the Delaware Department of Education (in addition to in-kind supports from DDOE) are supplementing the \$1.5M awarded to Delaware by the Foundation for the initial 'core' development of an ECIDS, building on the experience and architecture of the DDOE's state longitudinal data system (SLDS). The one year long project will result in establishment of a fundamental start of an ECIDS in our state and will give our state enhanced capacity in the area of early childhood data for child-specific use by educators, program use and, at the system level, aggregate data we can use to support data-driving decision making regarding the enhancement of the early childhood system. This progress may, we hope, serve to demonstrate our state's commitment to and ability to develop further an enhanced ECIDS as we look to additional funding to improve and expand the ECIDS to further benefit early learning and early childhood system development in our state.

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.

Delaware's strategy includes increasing the participation of early childhood program providers across all types of programs, since we aim to increase the number of programs and options for Delaware families across the state who are seeking quality early childhood programs for their young children.

The initial strategy focused on increasing participation of child care centers, Head Start and Early Head Start programs and the state's preschool program, leading to positive results. In Year Two, Delaware exceeded its target for increasing the number of programs in the Delaware Stars/QRIS program, with a total of 435 programs participating (v. target of 405). The Year Two strategy focused primarily on recruiting family-based programs, resulting in increasing to 17% the percentage of family-based early childhood programs participating in the QRIS. The Challenge grant funded an increased staffing level in Delaware Stars to support this outreach to family-based programs and produced an array of Delaware Stars recruitment brochures and materials designed for use as part of this strategy. Delaware Stars staff conducted a series of program outreach meetings across the state to share information with licensed programs about the importance of continuous quality improvement for early

childhood programs and the benefits of participating in Delaware Stars/QRIS. Within Delaware Stars, a new cadre of Family-Based Care Ambassadors (experienced Stars providers) were trained and equipped to conduct active recruitment statewide.

Delaware successfully implemented a comprehensive set of new supports designed to help attract programs to participate in Delaware Stars, including:

- **CORE (Compensation, Retention and Education) Awards** - Individual awards for early childhood educators resulted in financial awards to 1,337 individuals based on increased education and professional development, with a total of \$3,809,000 in Challenge funds awarded to early educators who met criteria. This highly successful initiative was very well received by early educators and program directors alike.
- **Early Learning Leadership Initiative (ELLI)** - 86 individuals participated in the Director Credential using the McCormick online leadership curriculum and working with a local leader from McCormick in communities of practice to enhance leadership knowledge and skills. Prior to the end of Year Two, another 113 participants had been recruited for the next leadership learning series.
- **Infrastructure Fund** - \$303,000 in Infrastructure Funds supported 33 Stars programs with high-needs child enrollees received financial assistance for improvements to the physical plant or technology needed to increase program quality and move the program up in Star rating, encouraging public schools and public charter schools to participate in Stars. Improvements included computers (44 purchased for programs participating in the young child assessment pilot and 47 computers and software for participants in the Early Learning Leadership Initiative/ELLI), sinks, fencing, playground equipment and installation, cameras, copiers and construction of walls to divide areas - all integral to the programs' quality improvement plan, providing direct assistance to help programs move to higher Stars quality ratings.
- **Expanded and Enhanced Specialty Technical Assistance:** Delaware Stars Specialty TA was significantly expanded, with new technical assistants providing consultation to Stars programs in developmental screening, child assessment and nutrition and health.
- **Expanded and enhanced professional development:** Delaware Stars early educators benefited from new professional development opportunities, including more than **560** early educators trained to use the ASQ for developmental screening of young children and **584** early educators obtained one or more of the newly developed specialized expertise credentials.
- **Young Child (Birth to 5 yrs.) Child Assessment pilot completed.** Nearly 50 programs from Delaware Star 3, 4 and 5 programs participated in a child assessment pilot for children birth to age 5. More than 200 early educators were trained on the Teaching Strategies Gold child assessment instrument. Following the training, they observed and assessed children using an online data system, generating useful reports after assessing more than 2,000 young children using this standardized tool. Family conference forms and send-home resources helped to engage families of young children assessed. The pilot experience is informing the full implementation of the formative assessment that be fully implemented and open to all Stars 3, 4, and 5 programs beginning in January, 2014.
- **QRIS recruitment efforts expanded.** Delaware Stars launched its new Ambassadors program in which experienced providers reach out to recruit other family-based care providers into Stars which, in part, led to a significant increase to 23% of all family based care providers participating in Stars/QRIS. A Challenge-funded new staff position expanded Stars recruitment efforts as well. All these efforts contributed to Delaware's ability to exceed targets for increasing programs in Stars.
- **Studies by national experts inform further Stars enhancements.** "Modeling Quality Costs for Delaware Stars: Report on the Program Cost of Quality," was completed by Anne Mitchell, president of Early

Childhood Policy Research and co-founder of the Alliance for Early Childhood Finance. The report includes cost modeling for moving up in quality rating in Delaware Stars and maintaining a quality rating, along with recommendations to strengthen Stars. "Delaware Stars: Views from Participants," authored by Kim Means, M. Ed, Child Care State Systems Specialist Network, Office of Child Care, U.S. Department of Health and Human Services and Kathy Thornburg, Ph.D., ELC technical assistance team member, contains the findings and recommendations from a series of focus groups and interviews conducted across the state covering all key Delaware Stars participants including program staff, early childhood program providers, technical assistants and assessors and other key stakeholders. Authors of both reports presented findings to stakeholder groups in Delaware in September, 2013. The reports' recommendations, reflecting input from the field, have been used to develop further Delaware Stars enhancements planned for implementation beginning early in 2014. A key part of the anticipated enhancements, reflecting the input received from the provider community, is a marked increase in opportunities for providers to partner actively and meaningfully in a broad array of committees and working groups to have positive impact on further enhancements and continuous quality improvement in the Delaware Stars/QRIS program.

Delaware anticipates that strong partnerships across the early childhood system will lead to and support ongoing continuous quality improvement at the system level for the QRIS. The 2013 start of evaluation of the QRIS by RAND, the evaluation partner identified under the Early Learning Challenge, is one key example.

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	1	8.0%	12	100%	12	100%	12	100%	12	100%
Early Head Start & Head Start ¹	4	13.0%	16	50.0%	23	75.0%	31	100%	31	100%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	0	0.0%	2	13.0%	4	25.0%	6	38.0%	8	50.0%
Programs funded under Title I of ESEA	0	0.0%	2	15.0%	3	23.0%	5	38.0%	7	54.0%
Programs receiving from CCDF funds	94	9.0%	136	13.0%	309	30.0%	440	42.0%	521	50.0%
Other	29	7.0%	66	16.0%	145	35.0%	190	46.0%	207	50.0%
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)									
¹ Including Migrant and Tribal Head Start located in the State.										

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	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	13	1	8.0%	12	12	100%	11	11	100%
Specify:	ECAP								
Early Head Start & Head Start ¹	31	4	13.0%	31	31	100%	31	31	100%
Programs funded by IDEA, Part C									
Programs funded by IDEA, Part B, section 619	16	0	0.0%	16	2	13.0%	16	5	31.0%
Programs funded under Title I of ESEA	13	0	0.0%	13	4	30.0%	18	10	55.0%
Programs receiving from CCDF funds	1,045	94	9.0%	1,045	236	23.0%	1,045	418	40.0%
Other	615	29	7.0%	415	86	21.0%	332	17	5.0%
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)- not available for 2013.								
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.

Note: Part C is an individual child service, not a program-funded service. Early intervention services through Part C may be provided in a home-setting or in an early learning and development program setting where the child is enrolled. Here the number of children in Part C who are receiving early intervention services in an early learning and development setting are reported. This is a sub set of the total population receiving Part C early intervention services. The baseline data in the application was an estimated figure. Data on this measure is actual, beginning with Year Two, 2013.

Data for ECAP, Part B and Title I and non-CCDF programs in Stars are provided by Delaware Dept. of Education, data for Part C is provided by the Delaware Dept. of Health and Social Services which also provides CCDF payment and attendance data to DDOE). Part C is individual child-specific early intervention service and is not program-funded.

State-funded Preschool/ECAP - Delaware initially included an early head start program in the count of ECAP state-funded preschool programs when reporting 13 initially. Subsequently, the number was revised for year two to reflect the correct number of programs at 12. In this year, monitoring of one of the 12 programs resulted in closure of that program, reducing the number to 11 for year three.

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.

The difference between the target and actual 2013 for State-funded preschool, (called ECAP - Early Childhood Assistance Program in Delaware) is that there was no established policy for entry of such programs into the TQRIS. Delaware developed a policy, however not all the ECAP programs have been rated in the top tiers of Delaware Stars. It is anticipated that all ECAP programs will be in the top tiers of Delaware Stars in 2014. Strategies have been developed to help ECAP programs advance to top tier quality rating and, while successful with most programs, did not result in all programs being rated 3, 4 or 5. In 2014, those strategies will be focused upon the remaining programs to help to ensure they advance to top tiers by the end of 2014.

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.

Delaware continues to implement its strong TQRIS, called Delaware Stars that includes each of the named components listed just above.

New in Year Two was a promotional campaign managed through the Office of Early Learning and funded through the Challenge grant to increase public awareness of the importance of quality early learning for children aged birth to 5/kindergarten entry which has as a core component the promotion of Delaware Stars as an easy guide for families seeking quality early childhood programs for their young children. Enhanced Delaware Stars recruitment led to more programs participating in the TQRIS, giving families in Delaware more choices than ever before for quality early learning program.

The new array of strong supports for Delaware Stars programs provided enhanced support services outline earlier in this report and including expanded professional development offerings, financial awards to individual early educators who obtain additional education and credentials, financial incentives for programs to improve their physical plant and /or technology capacity, leadership training, credential and communities of practice, and expanded technical assistance with more technical assistance staff offering TA in areas not previously available such as Health and Nutrition, Developmental Screening and Formative Child Assessment.(reference response to B 2 for more specific information on each of these new supports).

In addition, new supports for Stars programs such as the Guide to Promoting Your Delaware Stars Program and the Delaware Stars Community Engagement Calendar were developed and first used by programs during Year Two. Communications to the key stakeholders, Stars partners and the general early childhood community were enhanced in Year Two with more focused and strategic use of the Office of Early Learning's E-blast and E-news distribution, where the distribution list at the end of Year Two was nearly 5,000.

A focus on celebration the Delaware Stars program and specifically those programs moving up in quality rating was evidenced in Year Two, with major celebratory events in each of Delaware's three counties which all together drew well in excess of 400 people. Local media stories about Delaware Stars programs, op eds, letters to the editors in support of quality learning - all helped bring attention and recognition to the critical role played by the TQRIS/Delaware Stars in helping to ensure continuous quality improvement in early learning programs for Delaware children.

Newly developed promotional materials such as family outreach cards, a significantly increased family outreach campaign with a broad partner base to promote Delaware Stars, as family and community events across the state, development and promotion of a new website to support families with young children - www.greatstartsdelaware.com - all have helped to link families with young children with quality early learning programs in Delaware Stars program. The Delaware Stars 'brand' has broader and very positive recognition in Delaware than in the past, aided in part by the marketing and promotion initiatives.

Looking forward to Year Three and beyond, there is broad recognition of the value of the TQRIS/Delaware Stars programs as evidenced both by increased awareness and positive public and partner view and by the significant increase in the number of programs participating in Delaware Stars. This is a quality early learning solid foundation to continue to build upon for our state. Continuous quality improvement as a guiding principal and sustained marketing and promotion to help further increase public awareness, linking families with young children to Delaware Stars through the use of the rating system as their guide to finding quality early childhood programs will be driving further system enhancement and growth in future years.

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

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

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	Yes

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	6	0	0	0	1	61	36
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	0	0

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

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

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

Quality benchmarks were established as part of Delaware's TQRIS, Delaware Stars, and in implementation statewide prior to Delaware's Early Learning Challenge grant application. Delaware has standards alignment/reciprocity in place for its state preschool program, Head Stars and nationally accredited programs. Delaware Stars is based on a set of comprehensive program quality standards and is grounded in the state's early learning standards, known here as the Delaware Early Learning Foundations. Delaware Stars includes opportunities for programs to strengthen educator qualifications, family engagement and health promotion. Delaware promotes developmental screening and child formative assessment by offering an array of new supports in Year Two funded through the Challenge including free training on identified standardized instruments, materials, online database assess and specialty technical assistance to support Stars programs working on the related standards to move up in quality rating. The Stars programs response to these new supports has been very positive, with over subscribed training and high satisfaction ratings. Such programs leveraged other new Stars program supports, for example purchasing computers and obtaining better technology to support their staff who are conducting young child developmental screening and formative assessments for children birth to age 5. Other new specialty technical assistance implemented in Year Two includes Health and Nutrition, ERS and Infant/Toddler. Nearly 1, 340 early educators received individual financial awards resulting from furthering their education or obtaining new credentials through the new financial support called the Compensation, Retention and Education (CORE) Awards. More than 85 Stars program staff were enrolled by the end of Year Two in the Early Learning Leadership Initiative (ELLI), with another 113 early educators identified for enrollment in this leadership online training supported by local communities of practice led by a local trainer/mentor. Opportunities for Delaware Stars staff to provide input and feedback on the TQRIS were well-received and that information is being used to develop a set of Stars Enhancements for implementation in 2014, with more than 20 community meetings across the state scheduled

to share information with the early childhood provider community and stakeholders about the enhancements that are part of continuous quality improvement generated by feedback received and listening to the field. It is anticipated that elevating the degree of program provider active involvement in an array of activities that are integral to continuous quality improvement will lead to further enhancements over time, to the benefit of Delaware's young children and their families.

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

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of programs covered by the TQRIS	134	300	405	419	442	322	435
Number of Programs in Tier 1	48	98	53	41	26	69	70
Number of Programs in Tier 2	50	77	183	157	127	151	176
Number of Programs in Tier 3	13	44	47	70	105	27	60
Number of Programs in Tier 4	10	49	95	117	144	51	101
Number of Programs in Tier 5	13	32	27	34	40	24	28

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

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

The TQRIS/Delaware Stars quality ratings assigned to participating programs are recorded in the Delaware Stars database. Data are reported out in the form of reports that group Stars programs by level. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based on the results of verifications and assessments conducted during the year. Monthly and quarterly reporting of the total number of programs participating in Stars by type and quality rating are produced and reviewed routinely, with progress tracked so that challenges can be identified and barriers to upward movement addressed, both at the system and individual programs levels.

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.

Targets for Year Two were exceeded for:

- Total number of programs in the QRIS 435, exceeding the target of 405);
- Number of programs in tier 1 (Starting with Stars) - 70, exceeding the target of 53;
- Number of programs in tier 3 - 60, exceeding the target of 47;
- Number of programs in tier 4 - 101, exceeding the target of 95; and
- Number of programs in tier 5 - 28, exceeding the target of 27.

The only target missed in their performance measure was for Number of programs in tier 2, where the actual number was 176, fewer than the target of 183. The target was missed by only 7 programs. The good news is that the overall target for number of programs participating in Stars was far exceeded. The state's effort was focused most intensively on successful recruitment to increase the total number programs to participate in Stars and moving more programs into the top tiers, where targets for the number of programs in each tier was

exceeded in Stars level 3, 4 and 5. Delaware is very pleased by the very positive results of the many, many individuals and partner organizations who worked so hard to produce these positive results, particularly since the real meaning of meeting the targets is that overall more Stars quality programs are accessible for Delaware families and especially families with children with high needs to enroll their children in a Delaware Stars program. Delaware will continue its intensive efforts to bring more programs into Stars and set clear expectations as well as provide necessary supports for Stars programs to move into the top tiers in years 3 and 4 and beyond.

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	72	9.0%	843	100%	843	100%	843	100%	843	100%
Early Head Start & Head Start ¹	227	12.0%	994	50.0%	1,416	100%	1,888	100%	1,888	100%
Programs funded by IDEA, Part C	12	10.0%	23	20.0%	37	30.0%	50	40.0%	62	50.0%
Programs funded by IDEA, Part B, section 619	0	0.0%	202	13.0%	389	25.0%	591	38.0%	778	50.0%
Programs funded under Title I of ESEA	0	0.0%	128	15.0%	193	23.0%	321	38.0%	450	50.0%
Programs receiving from CCDF funds	446	5.0%	1,069	11.0%	2,462	25.0%	4,064	47.0%	5,391	55.0%

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	843	72	9.0%	843	500	59.0%	904	658	73.0%
Specify:	ECAP								
Early Head Start & Head Start ¹	2,209	227	12.0%	2,209	2,481	112.0%	2,209	2,613	118.0%
Programs funded by IDEA, Part C	843	12	10.0%	124	23	18.0%	205	68	33.0%
Programs funded by IDEA, Part B, section 619	1,556	0	0.0%	1,556	0	0.0%	1,659	177	11.0%
Programs funded under Title I of ESEA	835	0	0.0%	418	0	0.0%	501	0	0.0%
Programs receiving from CCDF funds	9,806	446	5.0%	9,806	1,113	11.0%	9,806	1,927	20.0%

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.

The TQRIS/Delaware Stars quality ratings assigned to participating programs are recorded in the Delaware Stars database. Data are reported out in the form of reports that group Stars programs by level. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based on the results of verifications and assessments conducted during the year. Monthly and quarterly reporting of the total number of programs participating in Stars by type and quality rating are produced and reviewed routinely, with progress tracked so that challenges can be identified and barriers to upward movement addressed, both at the system and individual programs levels.

Part C is an individual child service and is not program-funded. Here the number of children in Part C who are receiving early intervention services in an early learning and development setting are reported. This is a sub set of the total child population served through Part C. Total number of children served through Part C early intervention in 2013 is 3,003.

Head Start and Early Head Start data is reported by DDOE. Sequestration reduced the total number of slots in 2013 by 200, to 2,009.

ECAP/state funded preschool data is reported by DDOE. Actual number of children served (904) vs. slots (843 baseline and available 2012 data). As indicated, Delaware will report improved, more accurate data as it becomes available (e.g. actual number of children served v. slots).

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.

In Year Two, Delaware did complete formulation of its policy on the pathway for participation of Part B and Title I programs for participation in TQRIS/Delaware Stars, facilitating the movement of such programs into the top tiers. While there was planning and development and implementation of new Stars programs supports that were anticipated to encourage and assist such programs to the top tier quality levels, and there was upward movement of some programs, not as many programs did so as were targeted for movement upward. With additional planning and closer tracking of steps to prepare for upward movement, it is anticipated that the more of the programs currently not in the top tiers will move up and obtain higher quality ratings during Year Three.

In Year Three the targets were met or exceeded for:

- a) Early Head Start and Head Start
- b) Part C (children receiving Part C funded services delivered in early childhood program setting)

Targets not met in Year Three included for:

- a) State Funded preschools (73% actual vs. target of 100%)
- b) Programs funded by Part B IDEA Section 619 (11% actual vs. 25% target)
- c) Title I (0 vs. target of 23%)
- d) Programs receiving funds fro CCDF (Purchase of Care public subsidy) (11% actual vs. 25% target)

Delaware has reviewed this performance and has developed strategies to move to target performance in Year Three, including:

- With regard to the State-funded preschools, work begun in year two is in progress and is expected to lead to movement to the 100% target in Year Three.
- With regard to the Title I programs, the strategy that will be used in Year Three is to have the Delaware Stars School Specialist Technical Assistants conduct outreach to the targeted programs, those in which schools are using Title I funds to fund or improve early childhood programs.
- With regard to Part B programs, the strategies that are planned to increase the participation and movement for Part B 619 school district programs into Delaware Stars is working with the 619 representatives to develop a Procedures Manual that aligns with the TQRIS/Delaware Stars standards. Strategies already begun in Year Two that are expected to result in increased number of programs entering Stars in Year Three are: 1) a Section 619 program/Stars Work Group that includes representatives from all LEAs currently enrolled and those interested in enrolling in Stars along with the Stars and 619 Technical Assistants to identify issues (barriers to entering Stars) and possible solutions, 2) hiring a Part B 619 Technical Assistant to provide support for 619 school programs enrolled in the Stars/TQRIS to visit LEAs and offer individualized support to help programs move to top quality tiers, and 3) each 619 school district coordinator was required to complete a projection date for reaching a Star 3 rating. Each month the Part B 619 coordinator contacts each program coordinator to get a progress report and learn whether the program still expects to make its target date for attaining Star 3.
- With regard to the Programs receiving CCDF (purchase of care subsidy) funds, the recruitment efforts begin will be stepped up to encourage more early childhood programs participating in the Purchase of Care program to participate in Stars. Many new supports were initiated for Delaware Stars programs in Year Two and were well received by the provider community. It is anticipated that as more and more programs are approached, provided information and learn more about the value of participation in Delaware Stars, more will join. The Division of Social Services staff who monitor POC out at the program sites have received training in the Challenge and specifically on the importance of quality early learning for very young children (birth to 5 yrs) and on Delaware Stars (what it is, what its value is to programs that join, how parents can use the Stars ratings as a guide to finding quality early childhood programs for their children). As part of the training they have received promotional materials that they can use to share with families/parents with young children to make the "quick pitch" or elevator speech as to why they should consider learning more about why quality early learning is so important for their children with follow up phone numbers to call and the website (www.greatstartsdelaware.com) to go to as a resource. This staff will be promoting the value of joining Stars to the programs they visit.

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.

In preparation for the evaluation of the TQRIS/Delaware Stars as proposed in the ELC application, during Year Two the Delaware Office of Early Learning sought extensive input from all key stakeholders for the TQRIS, including elected and appointed officials, policy makers, community foundations, business leaders, advocates, technical assistance and professional development leaders and early childhood programs providers to clarify and prioritize the state's evaluation questions. This information was used to develop a request for proposals which attracted several applications. A rigorous review process which included key stakeholders resulted in the identification of RAND as Delaware's TQRIS evaluation partner. An Evaluation Committee was established in Year Two and planning for the evaluation with RAND was completed and we are poised to begin implementation, with activities already scheduled to occur in January, 2014, the outset of Year Three.

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.

- (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 its 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.

Delaware's Early Learning Foundations, developed before the state applied for the Early Learning Challenge Grant, provide a robust and fully implemented comprehensive approach to early learning and development here and the commitment to these standards remains strong.

Varied alignments of the Foundations with other key documents have been completed and are available to early childhood providers including an alignment with the Common Core, currently-used child assessments for birth to five, and Delaware's kindergarten entry assessment (DE-ELS). Family-friendly companion documents have been designed and disseminated that offer at-home activities and show the linkages to learning through the Early Learning Foundations. A newly-designed curriculum review rubric utilizes the Foundations as one of its key criteria; a provider's curriculum that fails to demonstrate alignment to the Foundations will not be approved for use in Delaware's early learning programs. Year 3 will use a similar strategy for the development of an assessment review curriculum.

Professional development offerings ensure opportunities for the early childhood program staff to have knowledge of the standards and skill in developing activities that help young children develop in these foundational areas. Providers are offered training in how to use the Foundations as well as training in specific domains including literacy, social emotional and math. The foundations are embedded within the training.

In each monthly Delaware Early Childhood E-News, with a distribution at nearly 5,000 subscribers, there is a Practice Tips article with no or low cost activities that early educators (or families) can use to help promote early childhood development, with clear connections to the Early Learning Foundations to which the activities link to help further enhance early educators skills in linking developmentally appropriate activities to the Early Learning Foundations to support intentional teaching.

In Year Two a committee was established with broad community stakeholder representation as well as educators to develop recommendations for the enhancement of Delaware's K-2 academic standards. Social emotional and approaches to learning domains will be added to round out these standards. They will aligned to the Common Core and the birth to 5 standards, creating a stronger continuum of standards.

The higher education institutions' early childhood curricula for their pre-service students have been reviewed to understand the degree of alignment with both the workforce and learning standards. Both strengths and gaps have been identified and results are being shared with the individual institutions, along with a toolkit of resources that will provide opportunities for their enhancement of their coursework.

Delaware began offering its QRIS participants training and resources to use a curriculum-embedded child assessment tool that is strongly aligned with its Early Learning Foundations. This assessment is also aligned to the kindergarten entry assessment and becomes a foundational strategy for resource-sharing between birth to five and K-12 in the areas of standards, curriculum and assessment. Participants are able to access an on-line data entry system to document children's growth and development and to make instructional decisions that utilize the Early Learning Foundations. A highly successful pilot in Year 2 will lead into a broader roll-out in Year 3.

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.

Delaware has long had in place all of the components listed above. In Year Two, a new technical assistance position specializing in Health and Nutrition, funded through the Early Learning Challenge, was added to the TQRIS/Delaware Stars program, adding a strong, new support to Delaware Stars programs seeking assistance in this important area.

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.

	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Number of Children with High Needs screened	22,755	23,200	23,650	24,100	25,000	27,650	27,881
Number of Children with High Needs referred for services who received follow-up/treatment	3,980	5,000	5,100	5,200	5,400	4,841	4,962
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	31,200	31,200	31,200	31,200	31,200	31,200	40,765
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	26,650	27,650	80%	83%	87%	78%	78%

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.

Note: the baseline data represents estimates as stated in the notes for this chart in the application. Delaware, without an early childhood data system, is unable to derive the data above as anticipated in the application. The data above is from the state's CMS 416 EPSDT report submitted to CMS annually. The number of children with High Needs screened is from Item 9, the number of children with high needs who participate in an ongoing health care as part of a schedule of well child care is Item 1. a. , the figure for 'of these participating children, the number/% of children who are up to date in a schedule of well child care is Item 8 divided by Item 9.

The number of children receiving follow-up services with is a total of children birth 5 yrs. of age with IEPs or IFSPs (Part C, 3303 and Part B, 1659 in 2013) whose services are documented and reported.

The percentages in the bottom row reflect the original application's estimate of 17,833 children with high needs who participate in ongoing health care as part of a a schedule of well child care and, of those, the number and percentage who are up to date in a schedule of well child care. These percentages reflect very ambitious targets.

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.

Delaware, through the Early Learning Challenge Grant, supports to significant initiatives that promote the use of standardized instruments in the developmental screening of young children. The Parents Evaluation of Developmental Status (PEDS) questionnaire is promoted for use by health care providers and primarily physicians and pediatricians. Under funding that includes Challenge grant support, the Division of Public Health and the Delaware Academy of Medicine lead this initiative and met the goal of engaging 26 physician practices in using PEDS. In Year Two, Challenge funds were used to start development of a health provider-informed packet of PEDS materials which we anticipate will help health providers in the fields to use PEDS with more confidence and facilitate the referral process where the screen for a child is positive. This packet will be completed in Year Three after pilot testing to occur early in Year Three.

The Ages and Stages Questionnaire, including the social-emotional component (ASQ-SE) is, in Year Two, actively being promoted for use by Delaware Stars programs electing to address the standard on developmental screening. The Office of Early Learning awarded a contract for managing partner role in this initiative and, in Year Two, more than 560 early childhood program staff members were trained to use the ASQ-SE. Challenge funds are used to supply this training which is free to Delaware Stars programs, as well as to supply materials kits and manuals for using the ASQ and soon will supply access for programs to the ASQ online database for entering screening results and generation of reports on the screens conducted to make it easier to share the information with families. The ASQ training includes training on how to make informed referrals where the screen is positive.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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

Delaware, in its Challenge application, provided extensive evidence of how it developed and implemented its workforce knowledge and competency framework and progression of credentials which are all core elements of the TQRIS/Delaware Stars. In Year Two, the core strategy to promote and reward the framework was implemented - Compensation, Recruitment and Retention (CORE) Awards. The Office of Early Learning awarded a contract to a local managing partner (Delaware Association for the Education of Young Children). In Year Two, DAEYC distributed a total of \$3,809,000 to 1,337 individual financial awards to early educators who advanced in their education or credentials and met criteria. A total of 584 early educators obtained specialized expertise credentials during Year Two, with 149 obtaining the Inclusion Credential, 143 obtaining the Infant/Toddler Credential, 218 obtaining the Pre-School Credential, 25 obtaining the Family Child Care Credential (new in 2013), and 74 obtaining the Administration Credential. Given the high numbers of individuals receiving financial awards through the CORE award, this strategy has proven successful and will be continued.

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
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	Yes
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>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</i>	Yes
<i>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</i>	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.

Delaware has, with evidence outlined in detail in its Challenge application, strategies in place in a number of these key areas and is making progress to further the work through successful implementation of several new key initiatives in Year Two including:

- **Compensation, Retention and Education (CORE)** awards (please refer to response in section just above for more information) This initiative resulted in individual financial awards to 1,337 individual early educators, in all totaling \$3,809,000, recognizing individuals who met criteria by increasing their education and/or obtaining new specialized expertise credentials, helping to retain staff.
- **Early Learning Leadership Initiative (ELLI)** - 86 individuals participated in the Director Credential using the McCormick online leadership curriculum and working with a local leader from McCormick in communities of practice to enhance leadership knowledge and skills. Prior to the end of Year Two, another 113 participants had been recruited for the next leadership learning series. Online training is supplemented by communities of practice, facilitated by a local trainer/mentor to enhance the leadership learning initiative experience.

- **Higher education institutions' course alignment completed.** Syllabi were collected from the institutions that offer both associate and bachelor level early childhood degrees. Content was assessed for alignment to Delaware's Early Learning Foundations and Workforce Competencies. Identified strengths and gaps will be shared with the higher education institutions and a resource kit will be provided to assist the schools' development of additional content in the gap areas, anticipated to lead to enhanced alignment.
- **Adult education coursework enhancements began.** Revisions have begun to Delaware's adult education course TECE 1 and 2. This 2-part course is used as a qualifier to enter the early childhood workforce. Updated information that reflects current practice and Delaware frameworks, along with additional rigor and embedded remediation strategies are being added. The enhanced courses will demonstrate alignment to the Child Development Association (CDA) and Delaware's colleges' introductory early childhood courses for articulation.
- **New early childhood experiences for Delaware's high school students result in college credit.** Delaware high school students now can get a jump-start on a career in early childhood education. Polytech High School's early childhood students dual-enrolled in the fall of 2013, taking introductory Delaware Technical Community College courses for credit in their high school classroom. 18 students are enrolled in the ECE 111: Childhood Health, Safety, and Nutrition course in an online format and 17 students are taking ECE 120: Contemporary Issues in Early Childhood. Upon successful completion, students will have 6 college credits. Initially, the tuition and other fees for the courses are being paid for by the Early Childhood Challenge Grant while Delaware's schools explore funding options for the future.
- **High school students now receive support for college entry exams.** In Year Two, Delaware's early childhood high school students were been offered an online remedial program, initially funded through the Challenge grant, to provide preparatory supports for those who have been identified as at-risk of passing college entry exams. This course, supported with a mentor-teacher, works in conjunction with the dual enrollment program, giving those students an opportunity for beginning college level work during high school or assurance they can continue their education upon high school graduation without the need for remediation during their college experience.

These strategies are, based on experience in Year Two, providing to be effective and will be continued in Year Three.

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.

	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of "aligned" institutions and providers	5	5	5	5	5	5	5
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	7,798	7,798	7,798	7,798	7,798	7,798	7,798

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

The number of institutions are identified in the Delaware ELC application and are unchanged.

The number of Early Childhood Educators credentialed by an aligned institution or provider is data supplied by the Delaware Department of Education.

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.

None.

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									
	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	0	0.00%	5	0.06%	30	0.40%	45	0.60%	55	0.70%
Specify:	Inclusion									
Credential Type 2	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Specify:	Infant/Toddler									
Credential Type 3	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Specify:	Pre-school									
Credential Type 4	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Specify:	Family Child Care									
Credential Type 5	0	0.00%	0	0.00%	45	0.60%	65	0.80%	70	0.80%
Specify:	Administration									

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						
	Baseline		Year 1		Year 2		
	#	%	#	%	#	%	
Credential Type 1	0	0.00%	6	0.07%	149	1.90%	
Specify:	Inclusion						
Credential Type 2	0	0.00%	0	0.00%	143	1.80%	
Specify:	Infant/Toddler						
Credential Type 3	0	0.00%	1	0.00%	218	2.80%	
Specify:	Pre-school						
Credential Type 4	0	0.00%			25	0.30%	
Specify:	Family Child Care						
Credential Type 5	0	0.00%	7	0.90%	74	0.90%	
Specify:	Administration						

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

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

The Delaware Department of Education tracks and reports data on number of early educators obtaining specialized expertise credentials. This data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database for such credentials. The denominator used, 7,980, is the number of individuals qualified by the State Office of Child Care Licensing to work in licensed child care programs.

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.

These credentials by specialized expertise have been recently developed by Delaware, with one (Family Child Care) newly implemented in Year Two. A total of 584 early educators obtained a credential by specialized expertise in Year Two, surpassing expectations for the number of credentials to be awarded. The Compensation, Retention and Education (CORE) Awards initiative provided a financial incentive, with financial awards to individuals who work in Delaware Stars and who met criteria by obtaining credential(s) or increasing education. This initiative appears to have been highly successful and will be continue in Year Three to further support the state's early childhood workforce.

Measuring Outcomes and Progress

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

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

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

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

The Delaware Early Learner Survey uses a customized version of Teaching Strategies Gold, selected based on its demonstrated validity and reliability. Per the state's law, the survey must cover these domains: Language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being physical well-being and motor development and social and emotional development and it must be completed within the first thirty school days each year for the participating kindergarten students.

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

In Year Two, Delaware collected information on the children's developing skills and abilities in the key developmental domains. In Year Two, a new family survey was implemented.

- **Early Learner Survey (KEA) targets were exceeded.** Year Two Challenge targets for the implementation of the Early Learner Survey were exceeded. 63% of kindergarten teachers (315 of 500) conducted the survey and 6,632 children participated, more than the target of 6,000 participating students. This success moved the initiative forward and laid the groundwork for full implementation (all public kindergarten classrooms and children) across the state in Year Three. The Delaware Early Learner Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development.

- **Family Engagement Pilot successfully implemented.** The Office of Early Learning, with partners, completed development of the family survey and piloted its use across the state as part of the Delaware Early Learner Survey in 2013. As designed, the survey helped kindergarten teachers know more about each child's personal interests, gain insight into the child's previous educational experience and aided in the development of relationships between teachers and their student's families. Comprised of two questionnaires (Getting to Know You and Welcome to Kindergarten), the survey will be embedded in DE ELS which moves to full implementation in 2014. Teachers reported that 'nearly all' families participated (70%) and 80% of teachers said the information in the survey was "useful" in developing relationships with students and their families. 90% of teachers supported incorporation of the survey into the full DE ELS.

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	7,270	11.0%
Toddlers ages 1 through 2	7,270	11.0%
Preschoolers ages 3 to kindergarten entry	13,949	22.0%
Total number of children, birth to kindergarten entry, from low-income families	28,509	42.0%

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.

Data for this table was obtained from the Delaware Population Consortium, Population Projections Series, October 25, 2012 (most up to date available at time of this report submittal) - Estimated/projected population under age 6 in Delaware in 2013 - 67,787.

To get the number of children from low income families, the 42% from the National Center for Childhood Poverty Delaware Profile 2012 was applied to the above population projection for 2013. To get the age breakouts, the percentage identified in the NCCP Delaware Profile 2012 for preschoolers ages 3 up to 6/K entry (49%) and birth through age 2 (51%) were applied to the Delaware Population Consortium figure-based 42% of children under age 6 living in low income families, with the 51% of low income children falling into the age birth to age 2 category split evenly (25.5%) to get the estimated numbers for the age breakouts.

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	4,962	7.0%
Are English learners ²	6,779	10.0%
Reside on "Indian Lands"		
Are migrant ³	678	1.0%
Are homeless ⁴	1,356	2.0%
Are in foster care	244	0.0%

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

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

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

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

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

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

Children with disabilities or developmental delays = Delaware children in Part B (1659) + Part C (3,303)

English Learners and Migrant and Homeless children are estimated using the same % of the total population as reported in the 2011 ELC application (best available information), basing the % on the total population of children under age 6 in Delaware (67,787) as drawn from the Delaware Population Consortium's Oct. 25, 2012 populations projections (most recent available) for 2013.

Foster care - figure drawn from the Kids Count Delaware 2012 report (739 children), with % applied (33%) to estimate the foster care population under age 6 in Delaware using guideline based on experience of age distribution in foster care.

There are no 'Indian Lands' in Delaware.

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			904	904
Specify:				
Data Source and Year:	DDOE ELDR Unit Eschool, 2013			
Early Head Start & Head Start¹	151	276	2,175	2,602
Data Source and Year:	EHS/HS Grantee 2012-13 PIR reports			
Programs funded by IDEA, Part C and Part B, section 619	23	182	1,659	1,864
Data Source and Year:	Part C data from DMS/DHSS Part C Early Intervention, Part B from DDOE, Eschool Plus Dec 1, 2013 count			
Programs funded under Title I of ESEA			358	358
Data Source and Year:	DDOE 2013-14 LEA-operated Program Title I funded program survey, 2013-14			
Programs receiving funds from the State's CCDF program	1,247	4,064	6,355	11,666
Data Source and Year:	Div of Social Services, De Dept. of Health and Social Services, CCMIS, 2013			
¹ Including Migrant and Tribal Head Start located in the State.				

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

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

None.

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	363	0	2	0	1	0	0
Specify:	ECAP						
Early Head Start & Head Start ¹	436	833	25	642	1	117	82
Early Learning and Development Programs funded by IDEA, Part C	25	0	1	49	1	43	86
Early Learning and Development Programs funded by IDEA, Part B, section 619	259	40	43	414	5	27	871
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	1,285	16	51	6,106	9	101	2,624

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.

State funded preschool/ECAP data was not complete at time of report and is reported as received by OEL.

Head Start and Early Head Start data is taken from the grantee 2012-13 PIR reports

Part C data is as reported by Part C Early Intervention program, DMS/DHSS

Title I -funded programs - race/ethnicity data is not available (only age)

Programs receiving funds from the State's CCDF programs/receiving purchase of care subsidy - Data is from CCMIS, DSS/DHSS.

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
Supplemental State spending on Early Head Start & Head Start¹	\$0	\$0	\$0
State-funded preschool	\$5,727,800	\$5,727,800	\$5,727,800
Specify:	ECAP Programs		
State contributions to IDEA, Part C	\$2,858,900	\$2,858,900	\$3,523,000
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$6,569,215	\$7,380,699	\$7,774,000
Total State contributions to CCDF²	\$10,629,400	\$24,629,400	\$38,490,800
State match to CCDF	Met	Met	Met
Exceeded / Met / Not Met			
<i>If exceeded, indicate amount by which match was exceeded</i>			
TANF spending on Early Learning and Development Programs³	\$350,000	\$400,000	\$400,000
Other State contributions 1	\$1,121,600	\$1,121,600	\$1,121,600
Specify:	Parents As Teachers		
Other State contributions 2	\$465,765	\$774,234	\$1,452,572
Specify:	Nurse-Family Partnership		
Other State contributions 3	\$22,000,000	\$22,000,000	\$22,000,000
Specify:	\$12 m increase POC funding rates to 65% of market rate + \$.50 for all programs, \$7 m additional increase in POC funding rate based on tiered reimbursement, \$2.5 m Stars admin infrastructure (QRIS), \$500 k early childhood professional development		
Total State contributions:	\$49,722,680	\$64,892,633	\$80,489,772
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.

None.

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	843	843	843
Specify:	DDOE reported data/eschool database, 2013 is number of funded slots (total number children served is 904)		
Early Head Start and Head Start² <i>(funded enrollment)</i>	2,209	2,209	2,209
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	3,980	4,841	4,962
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	418	469	501
Programs receiving CCDF funds <i>(average monthly served)</i>		4,058	5,698
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.

Head Start/Early Head Start data is from 2012-13 grantee PIR reports - actual number of children served is 2,613.

Part B and Part C data - is total number children served /total with IEP or IFSP

Programs Funded under Title I - data is from DDOE and is total number of children served in title I funded programs - there is a subset of those children who are in programs participating in the TQRIS.

Programs receiving CCDF funds/average monthly served - is from CCMIS, DSS/DHSS (and is average monthly served in programs in the TQRIS for children with Purchase of Care subsidy)

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.

None.

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

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

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

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

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

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

re: Measures of environmental quality --

Delaware promotes the enrollment of children receiving Part C Early Intervention Serves in programs that participate in the TQRIS/Delaware Stars.

Part B programs, Title I -funded programs and programs receiving CCDF/POC funds can now participate in TQRIS/Delaware Stars, where measures of environmental quality is a requirement.

In fact, there are incentives in place (e.g. tiered reimbursement) to actively encourage such programs to participate in Delaware Stars and to move to the top tiers of quality.

In the TQRIS/Delaware Stars, programs are not currently required to have screening measures of formative assessments unless they elect to pursue those standards in their program quality improvement plan.

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)	Total (e)
1. Personnel	\$227,583.00	\$478,268.00	\$705,851.00
2. Fringe Benefits	\$85,722.00	\$176,584.00	\$262,306.00
3. Travel	\$680.00	\$11,268.00	\$11,948.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$38,396.00	\$75,548.00	\$113,944.00
6. Contractual	\$697,933.98	\$9,057,238.89	\$9,755,172.87
7. Training Stipends	\$0.00	\$40,177.00	\$40,177.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,050,314.98	\$9,839,083.89	\$10,889,398.87
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$95,436.00	\$95,436.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,050,314.98	\$9,934,519.89	\$10,984,834.87
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$1,050,314.98	\$9,934,519.89	\$10,984,834.87

Columns (a) and (b): 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 the 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.

Overall, a nominal amount of funds was unspent in Year Two due to savings related to contractors completing their contract work early or under budget.

Budget Summary Table Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 1 – Outreach to Promote Early Screening and Referral

Budget Table: Project 1			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$47,599.98	\$216,823.89	\$264,423.87
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$47,599.98	\$216,823.89	\$264,423.87
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$47,599.98	\$216,823.89	\$264,423.87
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$47,599.98	\$216,823.89	\$264,423.87

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 1 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 2 – Strengthen Young Child Mental Health Services

Budget Table: Project 2			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$11,348.00	\$18,791.00	\$30,139.00
6. Contractual	\$261,458.00	\$449,648.00	\$711,106.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$272,806.00	\$468,439.00	\$741,245.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$272,806.00	\$468,439.00	\$741,245.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$272,806.00	\$468,439.00	\$741,245.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to the annual conference and fleet services.

Project 2 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 3 – Financial Incentive Program for Quality Improvement

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

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 3 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 4 – Infrastructure Fund

Budget Table: Project 4			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$303,000.00	\$303,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$303,000.00	\$303,000.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$303,000.00	\$303,000.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$303,000.00	\$303,000.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 4 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 5 – Technical Assistance for Stars PLUS

Budget Table: Project 5			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$68,515.00	\$1,861,282.00	\$1,929,797.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$68,515.00	\$1,861,282.00	\$1,929,797.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$68,515.00	\$1,861,282.00	\$1,929,797.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$68,515.00	\$1,861,282.00	\$1,929,797.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to professional development delivered at their communities of practice meetings and decreased demand for materials grants.

Project 5 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 6 – Nutrition and Healthy Living

Budget Table: Project 6			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$26,000.00	\$26,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$26,000.00	\$26,000.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$26,000.00	\$26,000.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$26,000.00	\$26,000.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 6 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 7 – Comprehensive Screening

Budget Table: Project 7			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$195,151.00	\$195,151.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$195,151.00	\$195,151.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$195,151.00	\$195,151.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$195,151.00	\$195,151.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to contractors completing their contracts under budget.

Project 7 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 8 – Workforce Leadership

Budget Table: Project 8			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$154,662.00	\$154,662.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$154,662.00	\$154,662.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$154,662.00	\$154,662.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$154,662.00	\$154,662.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 8 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 9 – Education and Retention Incentive Program

Budget Table: Project 9			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$12,572.00	\$4,174,544.00	\$4,187,116.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,572.00	\$4,174,544.00	\$4,187,116.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$12,572.00	\$4,174,544.00	\$4,187,116.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$12,572.00	\$4,174,544.00	\$4,187,116.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to contract staffing turnover.

Project 9 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 10 – Delaware Early Learner Survey

Budget Table: Project 10			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$4,500.00	\$0.00	\$4,500.00
6. Contractual	\$200,216.00	\$421,892.00	\$622,108.00
7. Training Stipends	\$0.00	\$40,177.00	\$40,177.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$204,716.00	\$462,069.00	\$666,785.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$204,716.00	\$462,069.00	\$666,785.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$204,716.00	\$462,069.00	\$666,785.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to minimizing contractor services by growing leadership capacity through teachers and school districts.

Project 10 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 11 – Delaware Readiness Teams

Budget Table: Project 11			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$21,594.00	\$227,271.00	\$248,865.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$21,594.00	\$227,271.00	\$248,865.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$21,594.00	\$227,271.00	\$248,865.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$21,594.00	\$227,271.00	\$248,865.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 11 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 12 – Higher Education Partnerships

Budget Table: Project 12			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$142,772.00	\$142,772.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$142,772.00	\$142,772.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$142,772.00	\$142,772.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$142,772.00	\$142,772.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 12 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 13 – QRIS Measurement Development

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

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 13 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 14 – QRIS Evaluation and Validation Study

Budget Table: Project 14			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$302,009.00	\$302,009.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$302,009.00	\$302,009.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$302,009.00	\$302,009.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$302,009.00	\$302,009.00

Columns (a) and (b): 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 the 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 Table Narrative

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

There were no discrepancies between the State's approved budget and expenditures for the reporting year.

Project 14 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 15 – Early Childhood Data System

Budget Table: Project 15			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$47,503.00	\$47,503.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$47,503.00	\$47,503.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$47,503.00	\$47,503.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$47,503.00	\$47,503.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to contractors completing their contracts under budget.

Project 15 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 17 – Parent and Community Engagement

Budget Table: Project 17			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$17,332.00	\$390,999.00	\$408,331.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$17,332.00	\$390,999.00	\$408,331.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$17,332.00	\$390,999.00	\$408,331.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$17,332.00	\$390,999.00	\$408,331.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to contractors completing their contracts under budget.

Project 17 Budget 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 intend to have any substantive changes to the budget in the upcoming year.

Budget Table: Project 18 – Overall Grant Management

Budget Table: Project 18			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$227,583.00	\$478,268.00	\$705,851.00
2. Fringe Benefits	\$85,722.00	\$176,584.00	\$262,306.00
3. Travel	\$680.00	\$11,268.00	\$11,948.00
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$22,548.00	\$56,757.00	\$79,305.00
6. Contractual	\$68,647.00	\$143,682.00	\$212,329.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$405,180.00	\$866,559.00	\$1,271,739.00
10. Indirect Costs	\$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
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$95,436.00	\$95,436.00
13. Total Grant Funds Requested (add lines 9-12)	\$405,180.00	\$961,995.00	\$1,367,175.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$405,180.00	\$961,995.00	\$1,367,175.00

Columns (a) and (b): 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 the 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 Table Narrative

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

For this project, a nominal amount of funds were unspent in Year 2 due to savings related to contractors completing their contracts under budget.

Project 18 Budget 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 intend to have any substantive changes to the budget in the upcoming year.