

2013 ANNUAL PERFORMANCE REPORT

Illinois





Race to the Top Early Learning Challenge

Annual Performance Report

Illinois

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	6
Governance Structure	6
Stakeholder Involvement	7
Proposed Legislation, Policies, or Executive Orders.....	8
Participating State Agencies	8
High-Quality, Accountable Programs	9
Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).....	9
Promoting Participation in the TQRIS (Section B(2) of Application)	14
Performance Measure (B)(2)(c).....	15
Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).....	18
Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).....	20
Performance Measure (B)(4)(c)(1)	23
Performance Measure (B)(4)(c)(2)	25
Validating the effectiveness of the State TQRIS (Section B(5) of Application).....	27
Focused Investment Areas: Sections (C), (D), and (E)	28
Early Childhood Education Workforce	29
Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)	29
Performance Measure (D)(2)(d)(1).....	33
Performance Measure (D)(2)(d)(2).....	34
Measuring Outcomes and Progress	37
Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)	37
Early Learning Data Systems (Section E(2) of Application)	39
Data Tables	41
Table (A)(1)-1: Children from Low-Income families, by age.....	41
Table (A)(1)-2: Special Populations of Children with High Needs	42
Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age	43
Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity.....	45
Table (A)(1)-4: Data on funding for Early Learning and Development.....	46
Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State	48
Table (A)(1)-6: Current status of the State's Early Learning and Development Standards	49

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State	50
Budget and Expenditure Tables	52
Budget Summary Table	52
Budget Table: Project 1 – Grants Management	54
Budget Table: Project 2 – QRIS Infrastructure	56
Budget Table: Project 3 – QRIS Quality Improvement	58
Budget Table: Project 4 – QRIS Assessments	60
Budget Table: Project 5 – QRIS Public Awareness.....	62
Budget Table: Project 6 – QRIS Evaluation	64
Budget Table: Project 7 – Community Systems.....	66
Budget Table: Project 8 – Gateways Registry.....	68
Budget Table: Project 9 – Professional Development.....	70
Budget Table: Project 10 – KIDS	72
Budget Table: Project 11 – Data Projects	74
Budget Table: Project 12 – Multi-State Instrument Development	76
Budget Table: Project 13 – Targeted High Need Communities.....	78
APPENDIX	80
Attachment A.....	80
Attachment B.....	83
Attachment C.....	84

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 #:** S412A130011
2. **Grantee Name:** Office of the Governor, State of Illinois
3. **Grantee Address:** 207 State House, Springfield, IL, 62706
4. **Project Director Name:** Christopher A. Koch, Ed.D.
Title: Illinois State Board of Education
Phone #: (217) 785-1288
Email Address: chris.koch@isbe.net

Reporting Period Information

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

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 07/01/2013 to 06/30/2014

Approving Federal agency: ED HHS Other



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: Pat Quinn

Title: Governor

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.

Illinois's Race to the Top-Early Learning Challenge (RTT-ELC) grant efforts reflect the State's three strategic reform priorities. In each of these areas, the State accomplished a great deal in the first year of implementation.

Priority 1: Deepening the integration of state supports to create a unified framework for all early learning and development programs.

Although Illinois is building upon a long history of collaboration among state agencies and their contractors, 2013 marked a "big leap forward" toward creating a unified early childhood system.

Accomplishments include:

- Hired the Governor's Office of Early Childhood Development (OECD) staff, including a QRIS Policy Director, QRIS and Licensing Integration Policy Director, Workforce Development Policy Director, and Data and Outcomes Manager, in addition to the Executive Director and Grant Administration and Budget Development Manager who were already in place.
- Formed Interagency Project Teams that will integrate the implementation of early childhood efforts in areas such as data systems development and data analysis, professional development supports, and home visiting coordination.
- Completed the design of ExceleRate Illinois, the state's new cross-sector Tiered Quality Rating and Improvement System (TORIS), and implementing its "soft launch" and initial roll-out for center-based programs.
- Launched a year-long visioning and strategic planning process to determine the State's approach to developing community-level early childhood systems.
- Dramatically expanded the Gateways Professional Development Registry to include over 56,000 early childhood educators and increasing the number of candidates receiving higher-level Gateways Credentials.
- Continued pilot implementation of the Kindergarten Individual Development Survey (KIDS) that will provide statewide information about children's development as they enter and progress through kindergarten.
- Developed a high-level system architecture for an integrated early childhood data system that is linked with the State's Longitudinal Data System.

Priority 2: Connecting the most-at-risk children with the supports and services they need.

Although Illinois has a relatively high level of services for children with high needs, too many of the most vulnerable young children in the State are not being served. Through its State Plan, Illinois is working to identify and remove barriers to participation for these children and their families.

Accomplishments include:

- Established seven "Early Childhood Innovation Zones (Innovation Zones)" across the state, where local collaborations are identifying strategies for increasing the number of highest-need children who are enrolled in high-quality early learning services. Six of these Innovation Zones have completed the first phase of their planning, and all are on track to begin implementation by the summer of 2014.

Priority 3: Increasing program quality: From adequate to good and from good to great.

Illinois recognizes that all early childhood programs—even those already meeting high quality standards—need support and guidance in developing and implementing continuous program improvement strategies. Recent research shows what is required in terms of program intensity, rigorous curriculum, and high-quality teacher-child interaction to significantly impact the developmental trajectory of children with high needs. Illinois is working to translate that research into strengthened practices in classrooms across the state.

Accomplishments include:

- Hired and/or re-trained over 50 new and existing Quality Specialists in Child Care Resource and Referral Agencies across the state to support programs moving to higher Circles of Quality in ExceleRate Illinois.
- Held a Preschool Instructional Excellence conference in June 2013 to consolidate lessons learned from a decade of Early Reading First, Investing in Innovation (i3), and other projects focused on strengthening preschool instruction.
- Developed criteria for Awards of Excellence through ExceleRate Illinois that reflect research-based, best practices for serving children with high needs and their families. Award areas include Infant-Toddler Care and Education; Preschool Instruction; Culturally and Linguistically Appropriate Practice; Family and Community Engagement; and Inclusion of Children with Special Needs.
- Launched a grant program for institutions of higher education that supports partnerships of four-year and two-year institutions in redesigning their early childhood teacher preparation programs to reflect best practices and to allow for smoother articulation and flexible pathways for students.

Overall Grant Accomplishments, Lessons Learned, and Challenges:

One of the key lessons learned in the first year of implementation is that it is worth investing the time to bring multiple stakeholders to the table to work through the development of new initiatives and policies. ExceleRate Illinois was developed with the extensive participation of dozens of early childhood advocates, providers, private philanthropists, and state and local government agency staff. Likewise, the Gateways Credentials have been developed with extensive participation of higher education faculty, practitioners, and other stakeholders. At every step in developing and implementing reform efforts, Illinois has taken a public-private partnership approach, and that has led to higher quality in the implementation of the State Plan.

The greatest challenges in the first year are those that are inherent to the launching of any initiative of this scale and scope. Identifying and hiring high-quality staff, both within OECD and in the subgrantee partner organizations, took a great deal of time and effort, as did getting complex Inter-Governmental Agreements, contracts, and subgrants executed. Meanwhile, even before these staff, contracts, and subgrants were in place, there were many tasks that required immediate completion in order to keep the State Plan on track. The commitment of the existing staff in the Participating State Agencies and in the subgrantee partner organizations has been remarkable and is what has allowed for such significant progress in the first year. With the staff, contracts, and subgrants now in place, the State anticipates that 2014 will see many fewer of these “start-up” challenges.

A positive challenge that Illinois encountered in 2013 was the need to revise Illinois’ State Plan to incorporate the supplemental funding that was announced part way through the year. Developing the supplemental budget and scope of work required both the State and its subgrantees to juggle planning and implementation simultaneously and necessitated many amendments to contracts and subgrants. In some cases, this led to

delays, most notably in developing and implementing plans for communicating with providers about ExceleRate Illinois. Now that these contracts and subgrants are fully in place, Illinois is aggressively implementing the communication plan and engaging providers across the state in the new system.

In the State of the State address in January 2014, the Governor announced a bold Birth to Five Initiative for Illinois. This five-year initiative will build upon the RTT-ELC State Plan and will allow the State to make significant progress toward ensuring that every child with high needs receives the early learning services he or she needs to arrive at kindergarten ready to succeed.

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).

Illinois (IL) made significant progress in the first year of the grant on the development and implementation of the governance structure for the Race to the Top Early Learning Challenge (RTT-ELC) grant work. The Interagency Team (IAT), comprised of representatives from the Governor's Office of Early Childhood Development (OECD), the Illinois State Board of Education (ISBE), the Illinois Department of Human Services (IDHS), and the Illinois Department of Children and Family Services (IDCFS), successfully led the implementation of the RTT-ELC state plan. The IAT met at least monthly to ensure the cross-agency coordination necessary to successfully move the RTT-ELC forward and create a more unified early childhood system in Illinois. The group held two intensive planning days to discuss the governance of the IAT and to begin to develop a comprehensive, system-wide early childhood plan for Illinois that expands beyond the work and term of the RTT-ELC grant.

The IAT is led by the OECD Executive Director. All of the key staff in the OECD identified in the phase two application were hired, and all but one of the positions created with supplemental grant funds have been hired. Hiring did take a significant amount of time for some of the positions, but as a result, the credentials of the individuals hired far exceed the expectations listed in the position descriptions. Additionally, beyond being issue area experts, all of the OECD staff have experience working in Illinois. The team is now comprised of the following positions; next to the position is the month when the individual began work.

- OECD Executive Director (January 2013)
- Grant Administration and Budget Development Director (January 2013)
- QRIS Director (July 2013)
- Data and Outcomes Manager (September 2013)
- Workforce Development Policy Director (October 2013)
- Licensing & QRIS Integration Policy Director (October 2013)

The Interagency Project Teams began meeting in late 2013; these teams will help maintain close collaboration between state agencies and the OECD as the RTT-ELC is fully implemented. These teams will also collaborate with the IL Early Learning Council (Council) committees on areas of common work.

ISBE was identified as the fiscal agent for the grant. An Intergovernmental Agreement was executed between ISBE, OECD, IDHS, IDCFS, and the Illinois Board of Higher Education (IBHE) to accomplish the work of the grant. IDHS, IDCFS, and IBHE voucher ISBE directly for funds to support vendors that are contracted to do the work within each agency's scope. The OECD works closely with ISBE to monitor the entire budget for the grant and approves all sub-contractor's budgets prior to approval. The OECD monitors the work in the Scope of Work (SOW) and ensures its timely completion and implements the state's monitoring plan.

The Illinois Early Learning Council (Council) plays a key advisory role for the implementation of the RTT-ELC grant. Both the Council and its Executive Committee have been updated during quarterly meetings on the implementation of the grant and have been consulted for input on major initiatives, such as the development and implementation of the Tiered Quality Rating and Improvement System (TQRIS), known as ExceleRate Illinois. The Executive Committee receives more detailed implementation information and provides input to the IAT and OECD on implementation direction. For example, the Executive Committee was consulted as the State developed the budget and scope of work for the supplemental grant funding received during the year. The Council committees also have played a key role in developing the policy for the implementation of the RTT-ELC grant objectives. For example, multiple committees researched and developed the criteria for the “Awards of Excellence”, which can be earned through ExceleRate Illinois.

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 Council is comprised of over 75 members from the early childhood field in Illinois. The Council has five committees and numerous subcommittees, comprised of hundreds of early childhood stakeholders from across the state, and both the Council and committees have parent representatives. The Council has made it a priority to ensure stakeholder input in the implementation of the RTT-ELC grant. As mentioned above the Council (ELC) committees played a key role in developing the policy recommendations for the implementation of the RTT-ELC grant objectives.

The IAT and OECD hosted the third annual Joint Early Childhood Budget Hearing in December. The Chairman of ISBE facilitated the hearing. A panel comprised of IAT members heard testimony from parents and advocates on the importance of early childhood funding. Everyone from a local police chief to Chicago Public Schools to a family child care provider provided testimony on the vital importance of building and supporting the early learning system in Illinois. Due to the extremely challenging budget times in Illinois, it has been difficult to add resources to early childhood programs.

In addition to the work of the IAT and Council, the OECD Executive Director and QRIS Director traveled the state to hear from childcare, Preschool for All, and Head Start providers on the proposed design and implementation of new TQRIS, ExceleRate Illinois. The Directors held meetings to hear from providers regarding the criteria for the “Circles of Quality” and to receive advice on the rollout of the system.

The Council’s Communications Committee worked with a marketing firm to survey parents and providers about the branding and marketing campaign for ExceleRate Illinois. Information from the surveys was used in the branding and messaging about the new program.

The Council’s Blending, Braiding, and Sustainable Funding Subcommittee conducted a series of four roundtables across the state to gather input from providers on the strengths and challenges in the implementation of our current early childhood program funding streams. The IAT is reviewing this input as they develop and refine policies regarding incentives for ExceleRate Illinois and using this information to strengthen implementation of Illinois’ Early Childhood Block Grant, which funds early childhood programs birth through age five.

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.

The Council provided recommendations to IDCFS on Administrative Rule changes pertaining to improving the quality of licensed child care. The Health Subcommittee of the Council made detailed rule change recommendations regarding improving the quality of nutrition, physical activity, oral health, and screen-time standards.

IDCFS implemented a change to Administrative Rules beginning June 2013 that required all employees in licensed child care programs to participate in the Gateways Registry, which houses all of the professional information on the early learning workforce. With this change, the Registry saw an increase in participation from 32,402 to 56,503 members in 2013. This will allow us to gain a better understanding of the workforce and make policy decisions based on more comprehensive and representative data.

Illinois continues to have a challenging budget because of decades of underfunding of the pension system. As a result almost all state-funded programs are experiencing budget reductions. The state budget will continue to be a challenge for the state moving forward, as the state is facing a nearly \$2 billion shortfall in state fiscal year 2015. However, early childhood continues to be a top priority for Governor Quinn. In his State of the State address in January 2014, the Governor called for a bold Birth to Five Initiative to expand access to high quality services for children and families with high needs, including prenatal care, early childhood education, and parent supports.

Participating State Agencies

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

IDHS, IDCFS, and ISBE all continue to be active and engaged partners on the implementation of the RTT-ELC grant. The senior leadership of these agencies continues to participate on the Leadership Team, and the senior managers continue to participate on the IAT. Both groups see almost 100% participation at scheduled meetings and have shown strong support for the agreed upon implementation strategies.

Through Illinois' opportunity to apply for supplemental funds, the OECD was able to engage a new partner, IBHE. IBHE is responsible for oversight of the state's system of higher education. It has statutory authority to approve or deny proposals for new units of instruction at public universities. In 2013, IBHE worked closely with ISBE on efforts to redesign the early childhood teacher licensure system and teacher preparation standards. Given Illinois' goal of increasing the number of early childhood professionals completing credentials and the acknowledged need to strengthen early childhood teacher preparation programs throughout the state, IBHE has been an ideal partner in developing and implementing our state plan for workforce development.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

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

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

Illinois made significant progress in 2013 to revise and transition its existing quality rating system, Quality Counts, into its new TQRIS, ExceleRate Illinois.

Quality Counts Illinois was originally established in 2007, with leadership and funding from IDHS, as a voluntary rating system for licensed child care centers and both licensed and legally license-exempt family child care homes. For licensed programs (center-based and family child care), the program consisted of four tiers of independently-validated quality assessment levels on a range of classroom and administrative practices, with achievements communicated as one to four stars. For license-exempt family child care, the goal of the system was to move providers through four tiers of training and support activities to improve practice and incent homes to move toward licensure. Quality Counts included one-time financial incentives and resources (such as quality improvement grants) to encourage participation, in addition to tiered reimbursement for programs that underwent external assessment and were validated at one of the four levels of quality. Tiered reimbursement consisted of percentage increases of 5% - 20% to the state's base level child care payments and was attached to child care subsidy payments for eligible families whose care was supported by the Child Care and Development Block Grant and Temporary Assistance to Needy Families (TANF) funds. Quality Counts' program and administrative standards, as well as its assessment system and administrative infrastructure, provided a strong base from which to build and launch the new TQRIS, ExceleRate Illinois.

Under the leadership of the OECD, the State began detailed and focused planning for ExceleRate Illinois in December 2012, following notification that Illinois was selected for phase two of the RTT-ELC grant. Work was already underway, and significant infrastructure to move ExceleRate Illinois forward had been developed and built with Illinois' previous application for funding in phase one of RTT-ELC grant. ISBE established the requirement that its state-funded preschool program, Preschool for All, be categorically included in ExceleRate Illinois. Consistent with federal instruction, Head Start and Early Head Start directed its grantees to engage with the new system, and IDHS prepared to transition its existing programs from the voluntary Quality Counts system into the universal ExceleRate Illinois.

OECD and the Council convened stakeholders from relevant public agencies and a wide range of representatives from the private sector to develop ExceleRate Illinois. In addition to IDCFS, ISBE, IDHS, and Head Start, stakeholders groups included the State's Child Care Resource and Referral agencies, higher education, the professional development system, the philanthropic community, advocates, local school personnel, and private providers representative of the demographic and geographic diversity of the state. Stakeholders were organized

into multiple committees and work groups and charged with the development of the tiers, domains, standards, and evidence for ExceleRate Illinois.

ExceleRate Illinois is a five-level TQRIS that is inclusive of all early learning and development programs that serve children from birth to kindergarten entry in group settings. In 2013, the State focused the development of the system on standards for licensed child care centers, school-based preschool classrooms, and Head Start/Early Head Start programs. Standards for family child care will be developed in 2014 and fully implemented in 2015. The first four tiers of ExceleRate Illinois are designated as Circles of Quality; the fifth and highest tier consists of Awards of Excellence for exemplary practices in one of five dimensions of high-quality, research-based strategies that promote strong outcomes for the most high-need, at-risk children. The requirements for the Circles of Quality are organized into fifteen standards across four domains of research-based quality practice. These include: Teaching and Learning (six standards); Family and Community Engagement (two standards); Program Administration (four standards) and Staff Qualifications and Continuing Education (three standards).

The five tiers consist of:

- Licensing Circle of Quality is the first tier and consists of all licensed child care programs. Standards in this circle are characterized as the foundational level of quality and reflect compliance with Illinois licensing standards.
- Bronze Circle of Quality is the second tier and consists of a rigorous series of trainings and professional development activities. The intent of the Bronze Circle is to engage providers new to ExceleRate Illinois and to equip them with tools and core competencies required to implement quality practices in their programs. The Bronze Circle serves as an accessible entry point for all providers to demonstrate their quality achievements as they “move up” in ExceleRate Illinois. The standards for this circle can also be used as an assessment tool for providers at all levels to periodically inventory the collective knowledge base of their staff and inform their center-wide and individual professional development plans.
- Silver Circle of Quality is the third tier, focused on rigorous self-assessment and continuous quality improvement activities, the outcome of which is verified independently by a state-approved assessor. As an independently-verified level, the Silver Circle includes scores of classroom quality on both environment and developmentally-appropriate instructional practices; curriculum; child screening and assessment; inclusion; family and community engagement; and performance on a number of program administrative practices and staff professional qualifications.
- Gold Circle of Quality is the fourth tier, a level of quality practice validated by a state-approved independent assessor. It requires higher levels of achievement on quality classroom environment and instructional practice scores, aligned curriculum, child screening and assessment, inclusion of children with special needs; family/community engagement and transitions; program administrative practices, group size and staff: child ratios; continuous quality improvement; culturally and linguistically-appropriate practice; and staff qualifications and professional development.
- Awards of Excellence are the fifth and highest tier of ExceleRate Illinois. These awards are only available to programs in the Gold Circle of Quality and recognize best practice achievements in research-based strategies that support services for the most high-need, at-risk children and families. Awards of Excellence focus on the highest quality services in Infant/Toddler Care; Preschool Instruction; Inclusion of Children with Special Needs; Family and Community Engagement; and Culturally and Linguistically Appropriate Practice.

A key feature of ExceleRate Illinois is the establishment of multiple forms of evidence that programs can use to demonstrate their compliance with the standards for the various Circles of Quality. For example, programs may demonstrate that they have met the standard at the Gold Circle of “ensuring that every child receives timely, annual developmental screening” by providing evidence that they were found in compliance with Head Start Program Performance Standards related to screening, or evidence that they were found in compliance with the State’s Preschool for All requirements related to screening, or that the State’s independent assessor validated in an on-site visit that they were in compliance with the standard. In order to allow for multiple pathways for demonstrating compliance, the State developed a careful crosswalk between the ExceleRate Illinois standards, the Head Start Program Performance Standards Monitoring Protocol, and ISBE’s Preschool for All Monitoring Protocol.

National accrediting bodies were invited to submit crosswalks of their accreditation standards with ExceleRate Illinois, along with detailed information about their accreditation process. A panel of experts carefully reviewed these crosswalks to determine, for each individual standard, whether that accreditation would serve as evidence of having met the standard. These applications and reviews were completed for the National Association for the Education of Young Children (NAEYC) and the National Accreditation Commission for Early Care and Education Programs (NAC) accreditation process in 2013. The State anticipates that additional accreditation bodies will submit applications for review in 2014.

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

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

The ExceleRate Illinois Circles of Quality were implemented with a “soft launch” as of July 1, 2013. Approximately 3,000 licensed center-based child care programs were automatically enrolled in ExceleRate, starting at the Licensed Circle of Quality. This comprises all licensed child care centers in the state. Licensed family child care programs will be included in ExceleRate Illinois in 2015.

592 Quality Counts programs transitioned to dual enrollment in ExceleRate Illinois, 276 at the Silver Circle and 316 at the Gold Circle of Quality. Many of these include Head Start and Early Head Start and community-based based Preschool for All programs.

More than half of the state’s Preschool for All programs had been monitored using an ExceleRate Illinois aligned monitoring process in FY 2012 or FY 2013, and these programs have been assigned a Circle of Quality rating based on that monitoring process. The remaining programs are being monitored in FY 2014 and will have a rating by the end of calendar year 2014.

The State and its partners successfully implemented a campaign to increase participation in ExceleRate Illinois by accredited programs. Over 75 NAEYC- and NAC- accredited programs not previously enrolled in Quality Counts entered ExceleRate Illinois in 2013. An estimated 81% of Illinois programs accredited by these institutions are now enrolled in ExceleRate Illinois. Outreach to NAEYC – and NAC- accredited providers to encourage enrollment will continue throughout 2014. Other accrediting bodies have expressed interest but have not yet submitted materials to apply for crosswalks. The State anticipates that additional enrollment will occur once these applications have been submitted and crosswalks have been completed.

The State encountered some delays in developing a process for including Head Start and Early Head Start programs in ExceleRate Illinois. While the vast majority of these programs are in licensed centers, and are automatically enrolled in ExceleRate Illinois, the State has not yet finalized the process for collecting evidence of their meeting the standards of the higher Circles of Quality. The State expects this process to be finalized by summer of 2014. Head Start programs have expressed strong interest in engaging with ExceleRate Illinois, and the Illinois Head Start Association and the Head Start Training and Technical Assistance contractors are working closely with the State to support these efforts.

Performance Measure (B)(2)(c)

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

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

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	0	0.0%	600	50.0%	1,200	100%	1,200	100%	1,200	100%
Early Head Start & Head Start ¹	25	3.0%	360	50.0%	720	100%	720	100%	720	100%
Programs funded by IDEA, Part C		0.0%		0.0%		0.0%		0.0%		0.0%
Programs funded by IDEA, Part B, section 619		0.0%		0.0%		0.0%		0.0%		0.0%
Programs funded under Title I of ESEA		0.0%		0.0%		0.0%		0.0%		0.0%
Programs receiving from CCDF funds	507	17.0%	2,967	100%	2,967	100%	2,967	100%	2,967	100%
Other	259	3.0%	9,857	100%	9,857	100%	9,857	100%	9,857	100%
Describe:	Homes receiving from CCDF funds									
¹ Including Migrant and Tribal Head Start located in the State.										

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Baseline			Year 1		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	1,400	0	0.0%	1,200	486	40.5%
Specify:						
Early Head Start & Head Start ¹	720	25	3.0%	600	73	12.16%
Programs funded by IDEA, Part C			0.0%			0.0%
Programs funded by IDEA, Part B, section 619			0.0%			0.0%
Programs funded under Title I of ESEA			0.0%			0.0%
Programs receiving from CCDF funds	2,967	507	17.0%	2,941	2,941	100.0%
Other	9,857	259	3.0%	9,271	294	3.71%
Describe:	Homes receiving from CCDF funds					
¹ Including Migrant and Tribal Head Start located in the State.						

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

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

Baseline number of programs are estimated, as are total number of programs in the state by type for state funded preschool and Head Start/Early Head Start (data systems should allow for an exact count in 2014). Year one numbers for State funded preschool and Head Start/Early Head Start include only programs with completed ratings in the Silver or Gold Circle. Once completed, our new data systems will allow us to report actual numbers across all Circles of Quality for all types of programs.

All IDEA Part C services in Illinois are provided on a fee-for-service, individual basis. There are no classroom-based programs funded by the state to provide Part C services, and therefore there are no programs that it would be appropriate to include in the QRIS.

The IDEA Part B classrooms that will participate in the QRIS are included in the Preschool for All count above as they are blended classrooms providing an inclusive "least restrictive environment" for children with special needs.

Title I funds are used to expand Preschool for All in the Chicago Public Schools and in other LEAs throughout the state, and therefore these programs are counted in the Preschool for All count above.

"Programs receiving from CCDF funds" represents only child care centers. Homes receiving CCDF funds are listed in the row below. These data include all licensed centers and family child care homes that serve children age five and under, not only those currently receiving CCAP funds. Center number also includes programs that only provide part-day services, which were not eligible for Quality Counts but are included in ExceleRate Illinois. Family child care homes are not yet part of ExceleRate Illinois, but some do participate in Quality Counts.

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.

Illinois met its Performance Measure target for the percentage of licensed programs enrolled in the TQRIS.

For State Preschool, the State did not meet its target of 50% enrollment for a few reasons. First, we encountered delays in implementing a data transfer process from ISBE to the Data Tracking Program (DTP) for ExceleRate Illinois, such that the DTP does not yet include all Preschool for All sites. These delays were the result of unforeseen staffing shortages at ISBE that have now been resolved, and work is now progressing on the data transfer process. For this first year, a manual process of enrolling sites in ExceleRate was implemented for only those school-based programs that had received a full monitoring visit in the past two years. No community-based programs were included in this process, and therefore a lower percentage of sites overall were included. Second, we made a decision with programs funded through the Chicago Public Schools (which use a different monitoring process than in the balance of the state, and who recently revised their monitoring process to align with ExceleRate) that we would only use monitoring data collected in 2013 and beyond for ExceleRate. This decision resulted in far fewer Chicago sites being included in this year's Performance Measures than anticipated.

It may also result in our not meeting the full 100% target we set for 2014, although we anticipate coming close to that target.

For Head Start and Early Head Start, we have similarly faced obstacles in including these sites in the DTP from which we generate our Performance Measures. We encountered delays in developing an application process for Head Start and Early Head Start programs, largely due to delays in hiring for key policy positions for the grant. We have not yet worked out all of our policies for how Head Start and Early Head Start programs will submit evidence of meeting all of the ExceleRate Illinois standards. That policy work is slated to be completed by June, 2014, and it is anticipated that all of the Head Start and Early Head Start programs will be enrolled in ExceleRate by December, 2014. For the current year, only Head Start and Early Head Start programs that joined ExceleRate as accredited programs and Head Start programs in Chicago Public School buildings that had been monitored under the new CPS process were included in the Performance Measure.

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.

The State has a rigorous assessment process for early childhood programs in place from both Quality Counts and state agency monitoring of Preschool for All programs. IDHS and ISBE contract with the McCormick Center for Early Childhood Leadership (McCormick Center) at National Louis University for this purpose. In 2013, the State expanded the scope of this work in order to support the increased volume of assessments needed for programs to be rated for ExceleRate Illinois.

The McCormick Center's assessment tools include the Environmental Rating Scales, the Classroom Assessment Scoring System (CLASS), the Program Administration Scale, and (for family child care providers) the Business Administration Scale (BAS.) The assessment contract requires 85% or higher reliability on these instruments, and the contractor conducts reliability checks every 6-10 assessments. Assessors from the McCormick Center will provide full ERS and PAS assessments for child care centers seeking the Gold Circle of ExceleRate Illinois. They continue to implement the Preschool for All Monitoring Protocol (which includes ERS) for ISBE programs outside the City of Chicago. They will also provide reliable CLASS assessments across all settings for selected Awards of Excellence, where such scores may be required.

Child care programs seeking the Silver Circle of ExceleRate Illinois will be assessed by Quality Specialists employed by the State's regional Child Care Resource and Referral agencies. The Quality Specialists underwent rigorous training in 2013 to prepare them for this role. They received a full week of intensive training from the authors of the ERS. Training on the PAS began in late fall 2013, and continues around the State throughout the first quarter of 2014; training on the CLASS is planned for fall 2014. Because the Silver Circle is focused on rigorous self-assessment and continuous quality improvement, Quality Specialists also received training on continuous quality improvement and protocols for monitoring. The Quality Specialists receive ongoing training, support, and consultation from the McCormick Center through regular regional meetings and telephone support. This is to ensure that the ERS and PAS tools are administered properly and to ensure that providers

receive accurate guidance and feedback that supports them in implementing program improvements to achieve the Silver Circle.

Head Start and Preschool for All programs are required to submit evidence of their classroom quality in order to achieve a Circle of Quality in ExceleRate. There is both an ERS and a CLASS option for assessing classroom quality. With the exception of the Chicago Public Schools, all Preschool for All programs use the ERS and are monitored under ISBE's contract with the McCormick Center. All Head Start programs in the state and Preschool for All classrooms in Chicago use the CLASS tool. To ensure consistency across multiple settings in the system, classroom quality scores required for both the Gold and Silver Circles are aligned across child care centers, Preschool for All, and Head Start/Early Head Start programs. Classroom quality scores from Head Start/Early Head Start and Preschool for All programs are required to be provided by independent assessors properly certified by the protocol required for the tool, and assessors may not be employed by the program being rated.

Rigorous crosswalks were performed with both the Head Start Monitoring Protocol and the Preschool for All Monitoring Protocol in order to ensure that the evidence required to achieve the Gold Circle was as rigorous as that required of child care programs. All Head Start and Preschool for All programs are expected to meet all standards at the Gold Circle of Quality; those whose classroom quality scores do not meet the required threshold will be assigned to the Silver Circle and will implement a quality improvement plan.

Many Head Start/Early Head Start and Preschool for All Programs in the city of Chicago have historically been monitored for classroom quality and administrative compliance by both the Chicago Public Schools and the Chicago Department of Family and Support Services. Administrators from both these city agencies, staff from the local child care resource and referral agency and OECD staff have been working to streamline and integrate these monitoring processes in order to reduce the burden on programs, ensure support for continuous quality improvement, and to support an efficient process for generating classroom scores and other program data required to achieve a Circle of Quality.

In order to manage the large volume of programs in a universal TQRIS, the State will use independent verification of accreditation wherever possible. As stated earlier in this report, the State conducted rigorous crosswalks with two of the major national accrediting bodies that cover programs in the State, NAEYC and NAC. These consisted of a thorough review against each individual standard of ExceleRate Illinois. The outcome of these crosswalks allows NAEYC-accredited programs to submit their accreditation as evidence for 90% of the standards at the Gold Circle. The crosswalk for NAC allows both a Silver Circle and a Gold Circle option, depending how much supplemental evidence a program submits. The State expects additional accrediting bodies to submit for crosswalks in 2014. Use of accreditation to furnish evidence for substantial portions of ExceleRate Illinois is expected to create an efficiency that will redirect the system's resources to other important quality initiatives and provide a strong foundation for a sustainable TQRIS in the future.

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	

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	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TQRIS Programs that Moved Down at Least One Level	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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.

As described previously in this narrative, Illinois convened a broad and diverse group of early learning experts and stakeholders to develop its TQRIS. In addition to administrators and content area experts from all the public funding entities (IDCFS, ISBE, IDHS and Head Start), representatives from the state's child care resource and referral system, higher education and the professional development/ teacher preparation system, local school personnel, private providers, early learning and education researchers, assessors, advocates and private funders participated.

Multiple committees and work groups were convened around the state, and charged with the identification and development of high-quality benchmarks to anchor the tiers, standards and evidence at each level of ExceleRate. Program experts were informed by current research, Head Start Performance Standards, NAEYC Accreditation Standards, TQRIS work from other states, and best practice models from a variety of sources. Assessment tools such as the ERS and the CLASS, along with monitoring protocols and requirements, were evaluated.

All of this information was used to determine benchmarks for Tiers 3 and 4 (the Silver and Gold Circles of Quality, respectively), which include validation of key standards and achievement of quality scores in classroom environment, instructional quality and program administrative practices. Benchmarks were set for aligned curriculum, child screening and assessment and inclusion of children with special needs; family/community engagement; group size and staff/child ratios; culturally and linguistically appropriate practice; staff qualifications and professional development; and continuous quality improvement protocols. The requirements to meet these benchmarks rise from Tier 3 to Tier 4, as well as expand in scope. Once the benchmarks were established and the required evidence determined, a rigorous process was implemented to integrate and align the standards with other quality systems. Benchmarks and requirements at the Gold circle of Quality (Tier 4)

were crosswalked with Head Start Performance Standards and Monitoring Protocol, Preschool for All Program Standards and Monitoring Protocol, and the standards for NAEYC Accreditation.

Tier 5 in ExceleRate Illinois consists of five Awards of Excellence. Programs which achieve the Gold Circle (Tier 4) are eligible to apply for one or more of these awards, which recognize best practice achievements in research-based strategies to support the highest quality services for our most high-need, at-risk children and families. They include Infant/Toddler Care, Preschool Instruction, Inclusion of Children with Special Needs, Family and Community Engagement, and Culturally and Linguistically Appropriate Practice. As with the development of the standards and evidence, content area experts were convened to determine the benchmarks and rigorous requirements for each of these awards.

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
Total number of programs covered by the TQRIS	778	13,534	13,839	14,104	14,104	12,734
Number of Programs in Tier 1	0	11,866	11,643	11,298	10,813	11,248
Number of Programs in Tier 2	65	230	285	410	545	0
Number of Programs in Tier 3	246	435	617	770	890	535
Number of Programs in Tier 4	456	990	1,270	1,590	1,795	951
Number of Programs in Tier 5	11	13	24	36	61	0

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

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

The Performance Measure (B)(4)(c)(1) in the phase two application calculated Center-based programs and Family Child Care Homes separately. The Performance Measure in the APR adds the two programs together. A detailed breakout by centers and homes is included as Attachment A in the Appendix.

The targets and the Year One report of total number of programs are based on our best estimates of the total unduplicated number of sites; however, our current data systems currently do not allow for an exact unduplicated count of programs. We are working to develop our Longitudinal Data System as described in Section E(2) of the APR. Once complete, this system will be able to produce an unduplicated count of both children and programs in our state. We are currently 18 months away from having a successful system.

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.

Overall, Illinois came very close to meeting its Performance Measure targets despite the previously mentioned delays and difficulties in enrolling Preschool for All and Head Start/Early Head Start sites.

The Performance Measure target for tier 2 was originally set assuming programs at Star 1 of Quality Counts would be included in tier 2 in ExceleRate Illinois. As the policy for transitioning programs from Quality Counts to ExceleRate Illinois was finalized, however, the State made the decision to transition all programs who were at Star 1 and Star 2 into the Silver Circle (tier 3) of ExceleRate. This is because Star 1 and Star 2 were both levels that involved an on-site assessment of program quality, which the Bronze Circle (tier 2) does not. (Transitioning programs have a defined period of time to align with all of the standards at the Circle of Quality in which they have been provisionally enrolled.) The process for new programs to enroll in the Bronze Circle of Quality is being implemented in the first half of 2014; therefore there are currently no programs enrolled in tier 2. We

anticipate that our numbers of programs enrolled in tier 2 will be lower in 2014 than our original target, but that our growth will be as projected in this tier.

Likewise, our original Performance Measure target for tier 5 assumed that we would transition programs that had a 4-star rating in Quality Counts into tier 5. Instead, the decision was made to transition them into the Gold Circle of Quality (tier 4). Tier 5 will represent only programs that have achieved one or more Awards of Excellence. These Awards are being implemented for the first time in 2014.

The number of programs enrolled in tier 3 of ExceleRate is close to our original target of the number of programs that would be in tiers 2 and combined. We anticipate that we will continue to be on target for tier 3 in the future.

The Performance Measure target for tier 4 had also assumed more Head Start and Chicago Public School (CPS) PFA programs would be in ExceleRate; however, as previously mentioned, fewer of those programs have been fully rated at this time than anticipated. Nevertheless, we came very close to our target for the number of programs in the Gold Circle of Quality. The proportion of Preschool for All and Head Start sites that are meeting the performance standards for the Gold Circle upon their initial rating are on track with our projections.

Lastly we accurately estimated the proportion of Head Start programs that would be in Gold Circle of Quality (tier 4) once fully rated, but we are behind in the actual enrollment of these programs due to the delay in developing the Head Start application process as noted for Performance Measure B2c.

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		0.0%	28,829	38.0%	37,933	50.0%	52,347	69.0%	58,416	77.0%
Early Head Start & Head Start ¹		0.0%	8,765	26.0%	17,868	53.0%	24,947	74.0%	27,644	82.0%
Programs funded by IDEA, Part C		0.0%		0.0%		0.0%		0.0%		0.0%
Programs funded by IDEA, Part B, section 619		0.0%	13,906	38.0%	18,696	50.0%	25,495	69.0%	28,585	77.0%
Programs funded under Title I of ESEA		0.0%		0.0%		0.0%		0.0%		0.0%
Programs receiving from CCDF funds	15,059	13.0%	18,946	16.0%	20,115	17.0%	21,839	19.0%	25,063	22.0%

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		
	# 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	75,865		0.0%	84,022	16,934	20.1%
Specify:	PFA					
Early Head Start & Head Start ¹	36,644		0.0%	51,053	2,257	4.4%
Programs funded by IDEA, Part C	19,624		0.0%	18,727		0.0%
Programs funded by IDEA, Part B, section 619	37,083		0.0%	37,518		0.0%
Programs funded under Title I of ESEA			0.0%			0.0%
Programs receiving from CCDF funds	115,188	15,059	13.0%	107,170	18,420	17.18%

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.

Illinois met its Performance Measure target for the percentage of CCDF participating children that are served in programs at the highest tiers (Gold Circle of Quality) in ExceleRate Illinois.

As previously noted, we were not able to enroll many Head Start or Early Head Start programs in ExceleRate in 2013, and therefore underperformed relative to our target on this Performance Measure for Head Start and Early Head Start participants. It should be noted that there are many children who are served in Head Start or Early Head Start programs that are collaborations with CCDF funding and many of these programs are actually already rated in ExceleRate. However, our data system does not yet allow us to identify the number of children who are served with Head Start or Early Head Start funding in these programs; therefore these children are not counted in the Performance Measure for 2013. These data system shortcomings should be overcome in 2014.

Similarly, we underperformed relative to our target for children in state funded preschool. As noted previously we were able to complete ExceleRate ratings for fewer Preschool for All programs than anticipated. And as with Head Start and Early Head Start, we know that many children are served in Preschool for All programs in collaboration programs that are in fact rated as Gold Circle of Quality programs, but our data system does not yet allow us to determine how many children are served with Preschool for All funds in such programs. Again, these data system problems should be solved in 2014.

It should be emphasized that the numbers we are reporting in this performance measure should not be interpreted as meaning that only 20 percent of Preschool for All participants and less than 10 percent of Head Start participants are served in programs that meet the standards of the Gold Circle of Quality. Instead, this is only a report of the number of children who are served in programs that have completed the rating process and received the Gold Circle rating, and for whom we are able to determine the number of children served with each funding stream.

We anticipate that once our data system issues are solved and our processes for rating Head Start and Preschool for All programs are fully in place (as they should be by the end of 2014), Illinois will meet its targets for this Performance Measure in 2014.

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.

None.

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.

Illinois gathered information from a variety of resources to inform its research priorities, framework, and implementation plan for the validation study of the State's QRIS, ExceleRate Illinois. The State convened an external advisory committee, a subcommittee of the Illinois Early Learning Council's Data, Research, and Evaluation Committee, to advise the State. Illinois reviewed resources from other states as well. For example, the State made use of resources provided by BUILD from other states as well as federal reports (e.g., Validation Of Quality Rating And Improvement Systems: Examples From Four States; The Quality Rating And Improvement System (QRIS) Evaluation Toolkit; Key Elements of a QRIS Validation Plan: Guidance And Planning Template; Validation Of Quality Rating And Improvement Systems For Early Care And Education And School-Age Care). Additionally, in January 2014, OECD staff participated in the Colorado Evaluation Summit to exchange plans and ideas regarding the evaluation and validation study with other states in attendance (CO, MN, and WI).

The Request for Sealed Proposals (RFSP) for the QRIS Validation and Child Outcomes Study will be posted in April. The purpose of the RFSP is to select a contractor to conduct a validation study of center-based programs registered in ExceleRate and a child outcomes study of preschool-aged children. In consultation with a team designated by ISBE and the Governor's Office of Early Childhood Development (OECD), the contractor will develop a study design to assess the extent to which ExceleRate Illinois meaningfully distinguishes program quality and the extent to which rating levels relate to child outcomes. The RFSP will be due May 15th.

The contractor selected to execute the QRIS validation and child outcome study will be required to submit deliverables and reports and maintain monthly monitoring calls with the OECD. The OECD is open to considering proposals to revise rules or policies as needed, based on research findings and other information gleaned as part of the process of conducting the study.

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.

Early Childhood Education Workforce

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>	
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.

Illinois engaged in a variety of activities in 2013 designed to provide opportunities and incentives for educators to advance along Illinois' career pathway for early childhood and receive an Illinois Gateways credential (credential). The credentials can be earned by completing an approved program at an entitled college or university or by completing a portfolio that documents education and experience.

Access to Professional Development Aligned to Credentials

Illinois has made great strides in providing and expanding access to professional development opportunities aligned to Illinois' Workforce Knowledge and Competency Framework, which is embedded in credentials for early childhood educators.

Institutions of Higher Education: In the last year, Illinois expanded the number of institutions of higher education (IHEs) that are “entitled”. An entitled institution is one that has been verified to have aligned their coursework with a specific credential on the career pathway. Students from entitled institutions completing aligned coursework are eligible to apply for credentials with little additional paperwork. The increase in entitled institutions is due to a number of factors, including Illinois’ work to continue to engage and provide technical assistance to IHEs as they work to become entitled.

Illinois also engaged in important, long-range work this year that will lead to an increase in entitled IHEs in the future. One area of work included an advisory group convened by the Illinois State Board of Education, which developed recommendations for new teacher preparation program standards for early childhood educators. When finalized, proposed new administrative rules would require teacher preparation programs to be aligned to the Gateways credentials. Additionally, in 2013 the State released a competitive request for proposals for grants to support IHEs to redesign their teacher preparation programs to align to relevant early childhood program standards. Awards will be made in 2014.

Professional Development Providers: Illinois greatly expanded the number of professional development providers (PDPs) authorized by the Gateways Registry to provide professional development and training opportunities to early childhood educators. Last year Illinois had only five authorized PDPs. Illinois now has 30 authorized PDPs. Authorized PDPs are screened to ensure quality, expertise, and knowledge of adult learning theory. Authorized PDPs provide in-person and distance learning opportunities, and participants in these trainings receive credit and documentation of the training in their personal professional development record (PDR). The Illinois Department of Children & Family Services (IDCFS) accepts the Gateways Registry PDR as documentation of completion of pre-service and in-service training hour requirements for licensing.

In addition, Illinois has provided significant technical assistance to PDPs to assist them in developing training that could be applied to a credential. With this assistance, the State has seen an increase in the number of credential-approved trainings. At present, Illinois has 76 trainings in the Gateways Registry that can be applied toward a credential; 36 of these trainings were added in 2013.

Illinois also has an online training calendar, where authorized PDPs post their professional development offerings. The calendar allows participants to search by topic, region of the state, and whether training can be applied to a credential. This has allowed for early childhood educators to have a greater awareness of and greater access to professional development.

Illinois has continued and expanded its programs that provide incentives to providers to advance along Illinois’ career pathway for early childhood educators.

Scholarships: Illinois continued to provide scholarships to those working towards a credential through the Gateways Scholarship Program, funded by Illinois Department of Human Services and Illinois State Board of Education. These scholarships pay a percentage of tuition and fees and are available across a wide range of education levels, from beginning practitioners to those who have a Bachelor’s degree and are working towards additional certification. With Early Learning Challenge funds, Illinois expanded its scholarship program and provided support to educators with bachelor’s degrees working on an English as a Second Language (ESL) or Bilingual Education endorsement. A recent Illinois law requires that by July 1, 2014 school-based preschool teachers working with children whose home language is not English hold a specialized ESL or Bilingual endorsement. These scholarship funds will allow teachers to earn the credential that will enable them to provide more specialized language services to children that historically have not been able to access them until kindergarten.

In year one of the grant, Illinois partnered with Chicago Public Schools to provide support to over 75 educators seeking an endorsement. In year two, Illinois will collaborate with additional districts that are striving to meet the state mandate and to ensure children have access to highly qualified teachers.

Compensation and Wage Supplements: Illinois continued implementation of the state-funded Great START program, which provides wage supplements to providers in full-day, year-round programs based upon their educational attainment and continued employment. This strategy has proven helpful in narrowing the salary gap between community and school-based early childhood educators. In 2013, the State provided wage supplements to nearly 3300 individuals; approximately 780 individuals were on a waiting list for supplements due to limited appropriations for this initiative.

Tiered Reimbursement Rates: Illinois continued to provide state-funded tiered reimbursement to child care centers and home that participated in Quality Counts, Illinois' previous quality rating system. Quality Counts will be phasing out and is being replaced by ExceleRate Illinois, the state's new TQRIS. However, those who are dually enrolled will continue to receive tiered reimbursement through June 2015.

Reduced Cost for Credentials: Since July 2011, Illinois has been supplementing the cost for practitioners to earn a credential. In July 2013, with Early Learning Challenge funds, Illinois significantly reduced the cost for educators to apply for and receive credentials from \$300 to \$30. The State anticipates that this reduction in cost, combined with other policies and incentives, will encourage many more educators to apply for and/or work toward a credential in the coming years.

Incorporating Credentials into the TQRIS: In 2013, Illinois integrated the credentials into the requirements for the State's new TQRIS, known as ExceleRate Illinois. As programs are rated for inclusion in one of the ExceleRate Illinois Circles of Quality, the State anticipates more educators will seek credentials.

Publicly Reporting Aggregated Data on Early Childhood Educators

Illinois made significant strides in building its capacity to report more accurate and comprehensive information on the Illinois early childhood workforce. In year one of the grant, Illinois focused much of its efforts in this area on building data systems and integrating administrative data to record and track information related to educators' development, education, credentials, and retention in the Gateways to Opportunity Registry. In late 2012, the Illinois Department of Children and Family Services, the state's licensing body, initiated an administrative rule change requiring all staff in licensed child care facilities to establish a profile in the Gateways Registry. With this change, the Registry saw an increase in participation from 32,402 to 56,503 members in 2013. In addition, Illinois has enhanced its Registry database in order to integrate Type 04 (early childhood) teacher certification data from the Illinois State Board of Education. In 2013, Illinois increased its capacity to review and verify transcripts of those who self-enroll in the Registry to ensure accurate data. The increase in participants in the Registry and the integration of data allows Illinois to track and promote professional development of its early childhood workforce.

Products of these efforts will be manifested in current and future data reporting in Illinois. For example, historically, Illinois' biennial salary and staffing study has included only licensed child care facilities. With the expansion of the Registry database, including the integration of data about Illinois' school-based, teacher certified workforce, Illinois will be able to provide a more rich and robust picture of the workforce, the pathways they take in their career, and their retention rates.

Increasing the number of postsecondary institutions and professional development providers with programs aligned to competencies required for Gateways Credentials and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Gateways Credentials

Illinois' goal was to increase the number of entitled institutions of higher education from 45 to 48 in 2013; Illinois exceeded this goal and ended the year with 49 entitled institutions. In addition, Illinois increased the number of early childhood educators who received a credential through work with an entitled institution from 170 in 2012 to 353 in 2013. Illinois also significantly increased the number of professional development providers (PDPs) authorized to provide training through the Gateways Registry; the number of authorized PDPs increased from 5 in 2012 to 30 in 2013. The state saw an increase in the number of credential-approved trainings as well. At present, Illinois has 76 trainings in the Gateways Registry that can be applied toward a credential; 36 of these trainings were added in 2013.

Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the competencies in Gateways

Through maintenance and changes in policies and programs designed to help early childhood educators earn a credential along IL's career pathways for educators, the state saw a significant increase in the number of new credentials awarded in 2013 (see tables below.) Surprisingly, IL saw fewer credentials earned at the initial stages of its career pathway. However, the State is encouraged by the fact that these lower numbers coincide with more credentials being earned at higher levels of the pathway. This indicates that many people had higher base levels of education and were able to achieve higher levels of credentials, suggesting our workforce was and is more highly educated than we originally anticipated. For example, Illinois' goal was to award 612 new credentials to early childhood educators at Level 1 and awarded 605; whereas IL's goal to award 69 credentials at Level 5 was exceeded, and IL awarded 123 credentials at this level. Overall, the number of educators who received an ECE credential in 2013 was 10% higher than targeted, and the number receiving an infant-toddler credential was more than double our target.

The increase in those awarded credentials can be attributed to a number of State initiatives, including the reduction in cost to receive a credential (as discussed earlier), the integration of the credential in the State's new TQRIS (as discussed earlier), and an ongoing program known as Jump Start. Through Jump Start, the State has been able to deploy credential specialists to colleges and universities to educate those in early childhood programs about the requirements and pathways to receiving a credential. Specialists provide faculty and students with resources and materials to apply for credentials. This program has been very successful, as many faculty know much about their own programs but may not have in-depth knowledge about how their programs dovetail with Illinois' credentials for early childhood educators.

Though the State fell slightly short of our anticipated goals for those receiving the Director's credential, the State did experience a significant number of renewals to the credential this year, indicating that many are maintaining their credentials. The State anticipates an increase in those earning a Director's credential next year, as many programs prepare for the requirements of the State's new TQRIS.

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
Total number of “aligned” institutions and providers	45	48	53	58	63	49
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	170	240	360	540	790	353

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

For this table, we included only “entitled” institutions of higher education. Please see Attachment B in the Appendix for the number of professional development providers (PDPs) in Illinois.

The data was provided by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA), the organization that tracks this information.

- Total number of “aligned” institutions and providers: These data represent the total number of “entitled” institutions of higher education (IHEs) in Illinois.
- Total number of Early Childhood Educators credentialed by an “aligned” institution or provider: These data represent the total number of individuals that have received a credential via an entitled institution as of the end of 2013.

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.

Illinois was successful in meeting its Performance Measure targets for this Measure. Our outreach efforts to entitled institutions have been successful in increasing the number of students who are obtaining their Gateways credentials.

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)	<i>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</i>									
	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	546	0.0%	90	16.0%	108	17.0%	139	19.0%	177	20.0%
Specify:	Director's Credential									
Credential Type 2	1,914	0.0%	804	42.0%	1,171	43.0%	1,703	44.0%	2,362	42.0%
Specify:	Early Childhood Education (ECE) Credential									
Credential Type 3	256	0.0%	108	44.0%	117	33.0%	169	36.0%	255	40.0%
Specify:	Infant Toddler Credential									
Credential Type 4	342	0.0%	17	5.00%	36	10.0%	73	20.0%	88	20.0%
Specify:	Early Childhood Teacher Certificate with Bilingual or ELS endorsement or approval									

Actuals				
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>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</i>			
	Baseline		Year 1	
	#	%	#	%
Credential Type 1	546	0.0%	66	12.0%
Specify:	Director's Credential			
Credential Type 2	1,914	0.0%	883	46.0%
Specify:	Early Childhood Education (ECE) Credential			
Credential Type 3	256	0.0%	244	99.0%
Specify:	Infant Toddler Credential			
Credential Type 4	342	0.0%	226	66.0%
Specify:	Early Childhood Teacher Certificate with Bilingual or ELS endorsement or approval			

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 Illinois Network of Child Care Resource and Referral Networks (INCCRRA) tracks the information for credentials 1-3, and the Illinois State Board of Education (ISBE) tracks the information for ESL/Bilingual endorsements. These data represent the number of new credentials (not renewals) awarded annually. Percentages are calculated based on the percentage increase in the total number of individuals with said credential/certification from one year to the next.

The supplemental table shows the numbers of credentials earned at each level within the credential type. The credentials include:

Credential Type 1: Director Credential; Credential Type 1 is the Illinois Director Credential (IDC). There are three levels of the IDC. This table represents the total, combined number of new credentials earned at all levels of the Director Credential. See the D2d2 supplemental table for a breakdown of how many people earned a credential at each of the three levels of the IDC. Though the State fell slightly short of our anticipated goals for those receiving the Director's credential, the State did experience a significant number of renewals to the credential this year, indicating that many are maintaining their credentials. The State anticipates an increase in those earning a Director's credential next year, as many programs prepare for the requirements of the State's new QRIS.

Credential Type 2: Early Childhood Education (ECE) Credential; Credential Type 2 is the Illinois Early Childhood Education (ECE) credential. There are six levels of the ECE credential. This table represents the total, combined number of new credentials earned at all levels of the ECE Credential. See the D2d2 supplemental table for a breakdown of how many people earned a credential at each of the six levels of the ECE credential. The State exceeded its goal of the number of educators earning an ECE credential this year. Additionally, the State was pleased that though fewer educators earned lower level credentials than anticipated (Levels 1-2), we far exceeded our goals of educators earning higher level credentials (Levels 3-6). For example, we anticipated approximately 61 educators would receive a Level 4 ECE credential (equivalent to an Associate's degree), and 116 educators earned the credential. Additionally, we anticipated 69 earning the Level 5 credential, and 123 educators earned the credential (equivalent to a Bachelor's degree).

Credential Type 3: Infant Toddler Credential; Credential Type 3 is the Illinois Infant Toddler Credential (ITC). There are five levels of the ITC. This table represents the total, combined number of new credentials earned at all levels of the ITC. See the D2d2 supplemental table for a breakdown of how many people earned a credential at each of the five levels of the ITC. The State exceeded its goal of the number of educators earning the ITC this year. We saw many more educators earning a credential at Levels 4 and 5 than anticipated. We estimated 14 would earn the Level 4 ITC (equivalent to an Associate's degree or an ECE Level 4 plus additional coursework) and 92 earned the credential. We estimated that 40 would earn the Level 5 ITC (equivalent to a Bachelor's degree or an ECE Level 5 plus additional coursework), and 78 earned the credential.

Credential Type 4: The number in the table represents the number of educators with an Early Childhood Teaching Certificate who earned an English as a Second Language (ESL) endorsement or Bilingual endorsement each year. We estimated that 17 would earn a new endorsement, and 244 earned the endorsement this year.

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.

Though the State fell slightly short of its anticipated goals for those receiving the Director’s credential, the State did experience a significant number of renewals to the credential this year, indicating that many are maintaining their credentials. The State anticipates an increase in those earning a Director’s credential next year, as many programs prepare for the requirements of the State’s new QRIS.

Illinois was pleased to see that our numbers for Early Childhood and Infant and Toddler credentials far surpassed the State’s targets. This indicates that more of our workforce was prepared for and able to seek even higher levels of credentials than we anticipated.

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.

As noted in the State’s Phase 1 and Phase 2 applications, Illinois issued a Request for Sealed Proposals (RFSP) for a kindergarten entry and progress assessment system in October 2011. In June 2012, a contract was signed with WestEd Center for Child and Family Studies (WestEd) to develop and implement the Illinois Kindergarten Individual Development Survey (KIDS). This contract is funded with existing state funding. KIDS is an adaptation of the Desired Results Developmental Profile-School Readiness (DRDP-SR). Specific adaptations include the development of additional domains that are in the Illinois Kindergarten Learning Standards but are not currently addressed in the DRDP-SR (such as science and physical development) and the development of a subscale assessing Spanish language development. KIDS includes all Essential Domains of School Readiness and is designed to be completed three times during the kindergarten year (at approximately 40, 105, and 170 days into the school year.) During 2013, initial piloting of the new domains and measures was completed, and a second phase of piloting began.

The DRDP-SR was selected in part because it already had evidence of adequate validity and reliability. However, given the modifications and extensions that are being made to the tool, Illinois recognizes the need to complete additional studies of the tool’s validity. Illinois’ plan includes a process for evaluating the tool’s validity, beginning with establishing construct validity through a field study (FY 2014) and calibration study (FY 2015), which are part of the roll-out and scale up process for implementing KIDS. Planning for a predictive validity study is set to begin in 2015.

With RTT-ELC funds, Illinois contracted with WestEd to develop an online system through which teachers can establish and maintain reliability in administering KIDS. This system is currently being developed and is scheduled to be completed in 2014.

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.

As of December 2013, 771 kindergarten teachers were trained to use KIDS. Approximately fifteen percent of elementary and unit school districts are participating in the pilot this year (127 districts), and – to date - over 13,000 students have been assessed, exceeding our goal for the current school year. The districts participating in the pilot are geographically diverse and together represent the ethnic and economic diversity of the state.

ISBE encountered multiple delays in hiring the KIDS Project Implementation Manager and the KIDS Professional Development Manager. Both positions are expected to be filled by July 2014. Despite the delay in staffing at ISBE, implementation of KIDS remains on schedule.

Through focus groups and surveys included in the pilot study process, WestEd identified a few challenges with the KIDS instrument. Teachers in some districts expressed concern that the instrument may have too low of a ceiling to accurately assess the development of more advanced kindergarteners, and that it did not effectively capture the higher level of mathematics and English/language arts skills that are required in the new Illinois Learning Standards incorporating the Common Core. Therefore, WestEd is developing extensions to each of the measures to capture higher levels of development in each domain. Teachers expressed concerns about the number of measures included in the instrument and the length of time it takes to complete the assessment. Therefore, WestEd is designing, as part of next year's calibration study, an investigation into which domains and measures are most informative. ISBE will use this information to determine whether the full instrument or a subset of measures will be required during the statewide implementation of the instrument in FY 2015.

The State is especially appreciative of the private sector support it received in 2013 to support the implementation of KIDS. The Joyce Foundation provided a grant of \$1.2 million over two years to WestEd to hire regional coaches who will provide training, technical assistance, and support to administrators and teachers throughout the state as Illinois builds towards statewide implementation of the instrument.

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

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

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data	Yes
Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

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

Illinois made significant progress developing its data system during the first year of the grant. Illinois is pursuing plans to build our early learning data system onto the Illinois Longitudinal Data System (ILDS). This approach allows us to leverage existing and developing supports and resources, including the ILDS legal and governance structures, administrative personnel, and end-user supports, such as reporting mechanisms, that are necessary for producing desired reports to the Council in a relatively quick time frame. In addition, for the early learning and longitudinal data systems work, Illinois is working to leverage resources to implement identity resolution services.

As described in our Phase II application, Illinois defined its “Essential Data Elements” to include elements from three categories of data: child/family, workforce, and program (including TQRIS ratings). Necessary tasks to build early learning data system differ for each of the three levels of data:

1. **Child/Family:** For child and family-level data, OECD staff have begun work to identify the particular elements within IDHS’ Childcare Tracking System, Cornerstone, and ISBE’s Student Information System (SIS) needed for the demographic and program participation and attendance information to answer the Council’s key policy questions.
2. The Interagency Project Team on Data and Outcomes made the decision to leverage the tasks associated with integrating the IDHS and ISBE child-level data, which will require an identity resolution process, to serve as a pilot process as Illinois begins developing appropriate exchange protocols and builds a complete system. Although still early in implementation, within the past year the project team made significant progress in identifying incremental tasks for this activity, including supports needed and target dates within the next

calendar year for preparing each agency's files to contain the identified elements, determining interagency strategy for reporting datastores, establishing data exchange protocols, and applying the Workforce Data Quality Initiative (WDQI) matching rules.

3. Workforce Data: As described in the Phase II application, Illinois' primary workforce data system is the Gateways to Opportunity Registry (Registry). Over the course of calendar year 2013, the Registry has grown from 32,402 to over 56,503 members. Concurrently, Illinois increased its capacity to review and verify transcripts of those who self-enroll in the Registry to ensure accurate data. Plans are underway to facilitate the automatic integration of ISBE early childhood teacher certification (Type 04) data into the Registry. Additionally, the State is reviewing the best procedure for ensuring that ISBE's non-certified teacher aides are included in the Registry. When these tasks are complete, the Gateways Registry will have comprehensive data on the vast majority of the formal early childhood workforce.

4. Program Data: The Data Tracking Program (DTP) is Illinois' primary program data system, which will house data on every licensed and license-exempt program in ExceleRate Illinois. Within the past year, Illinois successfully integrated IDCFS licensing data into the DTP. Plans are underway to implement necessary technology for a daily transfer of data via delta files. Additionally, data sharing agreements for the transfer of ISBE program data into DTP will be executed in the near future.

ExceleRate Illinois ratings for program participating in Quality Counts, Illinois' previous QRS, and for programs that are accredited by approved accrediting bodies have been transferred to the DTP. Preliminary steps have been taken to transfer ratings from Preschool for All programs under ISBE, and data sharing agreements are in progress to ensure that Head Start and Preschool for All program ratings in the city of Chicago will be transferred. The State is working to develop an appropriate protocol for Quality Specialists to submit ratings for programs assessed at the Silver Circle of Quality in ExceleRate Illinois. The Head Start Data Cooperative has begun preliminary work preparing the Head Start data in anticipation of incorporating the data into the DTP in the near future. This includes surveying grantees across the state to determine what computerized information systems they are using and selecting two grantees with which to pilot a data extraction process. The goal is to create a database from all Head Start grantees across the state that can be integrated with the State's Longitudinal Data System.

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	74,234	44.9%
Toddlers ages 1 through 2	146,114	44.9%
Preschoolers ages 3 to kindergarten entry	189,754	44.9%
Total number of children, birth to kindergarten entry, from low-income families	41,102	44.9%

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.

Notes: Data was provided by the Illinois Early Childhood Asset Map (IECAM), 2011 data, based on the five-year American Community Survey, 2007-2011

For children age 5 not yet in kindergarten, 1/2 the number of 5-year-olds was used. This number will vary depending on the month of the year from 1/12 of 5-year-olds to 12/12 of 5-year-olds. Thus the middle variation was used.

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	56,245	6.2%
Are English learners ²	85,198	9.3%
Reside on "Indian Lands"		
Are migrant ³	479	
Are homeless ⁴	25,831	2.8%
Are in foster care	4,550	

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.

- Have disabilities or developmental delays Data come from Illinois Department of Human Services, FY 2012 (0-2 with an Individualized Family Service Plan) and Illinois State Board of Education, FY 2013 (3-5 year olds with an Individual Education Plan)
- English Language Learners: Data come from IECAM data, from IPUMS. Reflects number of 0=5 year olds who do not speak English at home and who speak English less than very well. For children younger than age 5, responses refer to mother’s responses, if present; if not, then fathers; if not, then guardians.
- Reside on "Indian Lands": Not applicable
- Are migrant: Data come from 2012-13 Head Start Program Information Report – cumulative enrollment for IL Migrant & Seasonal Head Start
- Are homeless: Estimated based on number of all 0-18 reported in "Americas Youngest Outcasts: State Report Card on Child Homelessness, 2010 data."
- Are in foster care: Data come from Illinois Department of Children and Family Services
- Percentages based on data provided by the Illinois Early Childhood Asset Map (IECAM), 2011 data, based on the five-year American Community Survey, 2007-2011. For children age 5 not yet in kindergarten, 1/2 the number of 5-year-olds was used. This number will vary depending on the month of the year from 1/12 of 5-year-olds to 12/12 of 5-year-olds. Thus the middle variation was used.

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			75,623	75,623
Specify:	Preschool for All (for children ages 3-Kindergarten Entry)			
Data Source and Year:	Illinois State Board of Education 2013			
Early Head Start & Head Start¹	2,233	6,585	42,235	51,053
Data Source and Year:	2013 Program Information report (PIR); Includes IL Early Head Start, Head Start, and Migrant and Seasonal Head Start			
Programs funded by IDEA, Part C and Part B, section 619		18,727	37,518	56,245
Data Source and Year:	IL Dept of Human Services, 2012 for children two and under and IL State Board of Education, 2013 for children ages three to five. Unduplicated counts are not broken out for infants and toddlers; data for toddlers include children birth through age 2.			
Programs funded under Title I of ESEA		7,629	23,227	30,856
Data Source and Year:	2012 IL Consolidated State Performance Report, Section 2.1.2.3. Unduplicated counts are not broken out for infants and toddlers; data for toddlers includes children birth through age 2.			
Programs receiving funds from the State's CCDF program	13,269	34,195	59,706	107,170
Data Source and Year:	Illinois Department of Human Services, FY2013 Child Care Tracking System and Site Administered Contract reports, average monthly.			
Other 1		14,770		
Specify:	Prevention Initiative			
Data Source and Year:	Illinois State Board of Education, 2013. Unduplicated counts are not broken out for infants and toddler; data for toddlers includes children birth through age 2.			

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.

For the following programs, Illinois data cannot be broken down by children under age one and children ages one and two. Therefore data depicted shows children ages zero through age two.

- Programs and services funded by IDEA Part C and Part B, section 619
- Programs funded under Title I of ESEA
- Programs funded by the Prevention Initiative

For Programs receiving funds from the State's CCDF program, the following age breakdowns were used, based upon available data.

- Infants under age 1: Actually birth to 14 months
- Toddlers ages 1 through 2: Actually 15 months to 36 months
- Preschoolers ages three until kindergarten entry: Actually 37 months to 5 years

The decrease in the number of children served by CCDF is consistent with the trend in Illinois. Illinois does not have a waiting list for child care subsidy.

In the Other-Prevention Initiative line the application included additional home visiting programs. Those programs were not included in the APR. The Prevention Initiative number for FY12 was 13,579 so additional children were served in FY13.

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	23,256	248	2,208	17,545	75	3,192	29,099
Specify:	Preschool for All						
Early Head Start & Head Start ¹	17,879	328	685	21,394	32	3,078	13,790
Early Learning and Development Programs funded by IDEA, Part C	5,578	7	571	2,746	7	685	9,653
Early Learning and Development Programs funded by IDEA, Part B, section 619	8,037	150	1,192	4,624	67	1,370	22,078
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	35,491	102	1,271	78,619	431	4,187	27,696
Other 1	5,086	31	361	5,106	8	701	3,477
Describe:	Prevention Initiative (state funded for children birth through age three)						
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: Data come from Illinois State Board of Education (ISBE)
- Early Head Start and Head Start: Data come from 2012-13 Program Information Report (PIR); 2 other categories not included here – “Other” = 3787 & “Unspecified” =8725
- Early Learning and Development Programs funded by IDEA, Part C: Data come from Illinois Department of Human Services
- Early Learning and Development Programs funded by IDEA, Part B, section 619: Data come from ISBE
- Early Learning and Development Programs funded under Title I of ESEA: Unable to provide data for this age group

- Early Learning and Development Programs receiving funds from the State’s CCDF program: Illinois Department of Human Services, Child Care Assistance Program (CCAP), March 2013. March data is used because March gives the most typical picture of the CCAP. It is the one month of the school year with typically no major holidays and 21-23 regular business days.
- Prevention Initiative: Illinois State Board of Education, 2013

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
Supplemental State spending on Early Head Start & Head Start¹	\$731,298	\$731,300
State-funded preschool	\$300,192,400	\$300,192,400
Specify:	Preschool for All	
State contributions to IDEA, Part C	\$72,904,200	\$75,691,900
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$17,308,047	\$16,488,199
Total State contributions to CCDF²	\$127,345,031	\$126,269,800
State match to CCDF Exceeded / Met / Not Met	Met	Met
<i>If exceeded, indicate amount by which match was exceeded</i>		
TANF spending on Early Learning and Development Programs³	\$134,482,223	\$134,400,000
Other State contributions 1	\$0	\$0
Specify:	Even Start Programs (Title 1)	
Other State contributions 2	\$454,157,940	\$454,200,000
Specify:	Child Care GRF claimed for TANF MOE	
Other State contributions 3	\$35,254,798	\$36,792,800
Specify:	Infant Mortality/Family Case Mgmt GRF	
Other State contributions 4	\$8,240,341	\$8,452,922
Specify:	Healthy Families Illinois GRF	
Other State contributions 5	\$6,870,300	\$6,870,300
Specify:	Parents Too Soon	
Other State contributions 6	\$1,200,000	\$1,200,000
Specify:	Child Care GRF claimed for Title XX/SSB	
Other State contributions 7	\$29,557,764	\$30,000,000

Specify:	Other State spending in Child care not claimed as CCDF	
Other State contributions 8	\$83,572,255	\$85,643,680
Specify:	IDCFS (Foster care, adoption, protective services)	
Total State contributions:	\$1,271,816,597	\$1,276,933,301
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.

Budgets are for the State's fiscal year. Our baseline was for FY 2013, which ran from July 1, 2012 – June 30, 2013. Year one is FY 2013, July 1, 2013 through June 30, 2014.

Baseline numbers changed, as actual spending differed from budgeted amount reported in Phase II grant. While some individual budget lines fluctuated overall early childhood spending is estimated to increase by \$13,936,707 over the baseline originally submitted.

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
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	78,607	75,623
Specify:	Preschool for All	
Early Head Start and Head Start² <i>(funded enrollment)</i>	41,075	41,849
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	55,505	56,245
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>	30,856	
Programs receiving CCDF funds <i>(average monthly served)</i>	115,188	107,170
Other	19,481	14,770
Describe:	Prevention Initiative, Healthy Families Initiative, Parents as Teachers and Nurse Family Partnership	
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.

- Preschool for All: Data come from Illinois State Board of Education
- Early Head Start and Head Start: Data come from 2012-13 Program Information Report (PIR)
- Programs and services funded by IDEA Part C and Part B, section 619: Data come from Illinois State Board of Education
- Programs funded under Title I of ESEA: Data come from 2013 Consolidated State Performance Report
- Programs receiving CCDF funds: Data come from Illinois Department of Human Services
- Prevention Initiative: Data come from Illinois State Board of Education; 2013 data includes only Prevention Initiative.

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.

Programs funded under IDEA Part B, section 619: Part B is typically integrated with Preschool for All classrooms

Programs funded under Title I of ESEA: School districts using Title 1 to fund preschool programs (including the City of Chicago) follow Preschool for All program requirements

Programs receiving CCDF funds: See licensing requirements and QRIS levels; legally license-exempt providers are not required to have these elements of a Comprehensive Assessment System

State licensing requirements: This line reflects QRIS Level 1, basic licensing requirements. Licensing rules require that parents be involved in and give permission for all child assessments, but assessments are not required for every child. Measures of Environmental Quality and Quality of Adult-Child Interaction are not required unless programs seek a higher star level rating.

The following are Illinois' tiers in its TQRIS, ExceleRate Illinois:

- Tier 1: Licensing requirements
- Tier 2: Bronze Circle of Quality
- Tier 3: Silver Circle of Quality
- Tier 4: Gold Circle of Quality
- Tier 5: Awards of Excellence

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)	Total (e)
1. Personnel	\$257,109.00	\$257,109.00
2. Fringe Benefits	\$165,655.00	\$165,655.00
3. Travel	\$10,783.00	\$10,783.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$7,144.00	\$7,144.00
6. Contractual	\$323,100.00	\$323,100.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$7,262.00	\$7,262.00
9. Total Direct Costs (add lines 1-8)	\$771,053.00	\$771,053.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$4,179,065.00	\$4,179,065.00
12. Funds set aside for participation in grantee technical assistance	\$76,655.00	\$76,655.00
13. Total Grant Funds Requested (add lines 9-12)	\$5,026,773.00	\$5,026,773.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$5,026,773.00	\$5,026,773.00

Columns (a): 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one, given the end date of June 30th. We will file an addendum in July that reflects the entire first year's budget and spending.

Budget Summary Table Explanation of Changes

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

Illinois does not anticipate any major changes to the scope of work or project budgets in year two. We have issued multiple Requests for Proposals for work to be accomplished in years two through four. The budget may need adjusting based on the responses to those requests. Also OECD, ISBE, and IDHS are all working closely on the State's Longitudinal Data System. Our RTT-ELC data work is somewhat contingent on what the larger Longitudinal Data System group decides regarding next steps. We strategically decided to invest in this work in order to leverage scarce resources. However, the timeline and spending may see unanticipated delay.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$257,109.00	\$257,109.00
2. Fringe Benefits	\$165,655.00	\$165,655.00
3. Travel	\$10,783.00	\$10,783.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$7,144.00	\$7,144.00
6. Contractual	\$105,739.00	\$105,739.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$7,262.00	\$7,262.00
9. Total Direct Costs (add lines 1-8)	\$553,692.00	\$553,692.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$129,838.00	\$129,838.00
12. Funds set aside for participation in grantee technical assistance	\$76,655.00	\$76,655.00
13. Total Grant Funds Requested (add lines 9-12)	\$760,185.00	\$760,185.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$760,185.00	\$760,185.00

Columns (a): 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 Narrative

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

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

The Grants Management project contains funding for the vital staff within the OECD. The hiring for a few positions was delayed but the budget was amended and approved to reflect the delay.

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.

Illinois does not anticipate any major changes to the Grants Management project scope of work or budgets in year two. Many of the expenditures are fixed costs. However, the fringe state rate may change a small amount.

Budget Table: Project 2 – QRIS Infrastructure

Budget Table: Project 2		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$464,648.00	\$464,648.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$464,648.00	\$464,648.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$464,648.00	\$464,648.00

Columns (a): 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 Narrative

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

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

The Core Infrastructure for TQRIS Systems project contains funding for the data systems and staff necessary to implement ExceleRate Illinois, the state's TQRIS. This project also includes funds for software for the Quality Specialists and Assessors and the online portal for ExceleRate. All of the work with the Data Tracking Program (DTP), which holds all of the ExceleRate Illinois data, is on track. DTP will process the online ExceleRate Illinois applications, exchange data with data systems such as the DCFS licensing database, and track assessment scores.

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.

Illinois does not anticipate any major changes to the QRIS Infrastructure project scope of work or budgets in year two. Many of the expenditures are costs related to the DTP or licenses for software.

Budget Table: Project 3 – QRIS Quality Improvement

Budget Table: Project 3		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$50,000.00	\$50,000.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$50,000.00	\$50,000.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$2,061,333.00	\$2,061,333.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$2,111,333.00	\$2,111,333.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$2,111,333.00	\$2,111,333.00

Columns (a): 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 Narrative

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

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

This project has the largest budget in the grant. It contains all of the development for and dissemination of trainings for early childhood programs participating in ExceleRate Illinois. It also funds all of the trainings for the Quality Specialists and specific Quality Specialist positions. The trainings are on track, and all of the Quality Specialists have been hired. This project also funds the creation of a key indicator system for child care licensing.

Project 3 Budget Explanation of Changes

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

Illinois does not anticipate any major changes to the Core Supports for Quality Improvement project scope of work or budgets in year two. The project includes two Requests for Proposals that may require a small adjustment to the budget based on the responses submitted. It also includes funds for incentives for ExceleRate Illinois programs and quality improvements for family child care homes. Both of these objectives are currently being discussed, and the plan is being finalized. The final plan may also have a small effect on the budget, but it is too early to determine if there will be a required change.

Budget Table: Project 4 – QRIS Assessments

Budget Table: Project 4		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$280,242.00	\$280,242.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$280,242.00	\$280,242.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$280,242.00	\$280,242.00

Columns (a): 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 Narrative

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

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

This project funds the McCormick Institute at National Louis University and Chicago Public Schools to perform assessments on all programs seeking a Gold Circle of Quality. The assessments performed by the McCormick Institute are on track. The contract between Chicago Public Schools and ISBE was delayed; that may have a small effect on the budget. Any change will be noted in the addendum to this report when the grant year ends on June 30, 2014.

Project 4 Budget Explanation of Changes

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

Illinois does not anticipate any major changes to the QRIS- Assessments project scope of work or budgets in year two. As mentioned above, the contract with Chicago Public Schools was delayed, and that may require the shifting of funds from year one to year two. Also it is still unknown how many licensed child care programs will request a Gold Circle of Quality assessment in year two, and this may also require funds to be shifted to accommodate the demand.

Budget Table: Project 5 – QRIS Public Awareness

Budget Table: Project 5		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$226,065.00	\$226,065.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$226,065.00	\$226,065.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$226,065.00	\$226,065.00

Columns (a): 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 Narrative

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

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one, given the end date of June 30th.

The QRIS Public Awareness budget includes all of the branding and marketing for ExceleRate Illinois. Year one marketing efforts target child care programs, and year two marketing will target families. Spending is on schedule for this project.

Project 5 Budget Explanation of Changes

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

Illinois does not anticipate any major changes to the QRIS Public Awareness scope of work or budget in year two. The expenditures in this project are mostly based on contracts with marketing firms and fixed staff expenses, which are fairly predictable.

Budget Table: Project 6 – QRIS Evaluation

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

Columns (a): 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.

The budget for this project begins in year two.

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.

Illinois does not anticipate any major changes to the QRIS Evaluation scope of work or budget in year two. The Request for Proposals will be issued by ISBE in the spring of 2014, and a contract is scheduled to be executed by late summer 2014. The budget could change slightly based on the response to the Request for Proposals.

Budget Table: Project 7 – Community Systems

Budget Table: Project 7		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$135,762.00	\$135,762.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$135,762.00	\$135,762.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$135,762.00	\$135,762.00

Columns (a): 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.

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

The strategic planning for the statewide community systems plan is underway. Technical assistance is being provided to communities on building effective community collaborations.

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.

Illinois does not anticipate any major changes to the Community Systems scope of work or budgets in year two.

Budget Table: Project 8 – Gateways Registry

Budget Table: Project 8		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$406,791.00	\$406,791.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$406,791.00	\$406,791.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$406,791.00	\$406,791.00

Columns (a): 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 are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

This project funds the infrastructure for the Gateways Registry data system. Due to the volume of requests for transcript reviews by the early childhood workforce, INCCRRA hired additional staff. These additional staff are reflected in the approved budget.

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.

Illinois does not anticipate any major changes to the Gateways Registry scope of work or budget in year two. Data system work inherently has an element of unpredictability, but no changes are anticipated.

Budget Table: Project 9 – Professional Development

Budget Table: Project 9		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$281,342.00	\$281,342.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$281,342.00	\$281,342.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$281,342.00	\$281,342.00

Columns (a): 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.

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014. Our spending is on track for year one given the end date of June 30th.

The additional RTT-ELC supplemental funds greatly expanded this project. It now includes credential development and grants for Institutions of Higher Education. Hiring for the credential developers was slightly delayed, and the approved budget reflects the delay. The grants were distributed as anticipated.

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.

Illinois does not anticipate any major changes to the Professional Development scope of work or budgets in year two. The Institutions that will receive grants have been identified, and the appropriate staff has been hired.

Budget Table: Project 10 – KIDS

Budget Table: Project 10		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$152,361.00	\$152,361.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$152,361.00	\$152,361.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$152,361.00	\$152,361.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$152,361.00	\$152,361.00

Columns (a): 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.

There are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014.

The approved KIDS budget reflects the difficulty ISBE has had in hiring the two positions. ISBE posted the positions and did not receive adequate responses. ISBE and the OECD are actively pursuing alternative hiring sources. The reliability project is underway and on schedule.

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.

Illinois does not anticipate any major changes to the KIDS scope of work or budgets in year two. The RTT-ELC funds support the larger KIDS project. No delays are expected in the system roll-out at this point.

Budget Table: Project 11 – Data Projects

Budget Table: Project 11		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$15,000.00	\$15,000.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$15,000.00	\$15,000.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$48,500.00	\$48,500.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$63,500.00	\$63,500.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$63,500.00	\$63,500.00

Columns (a): 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 are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014.

Very little funding for this project was allocated and spent in year one because much of the work done this year was planning for the system. The planning is underway and, as mentioned above, the OECD is working closely with the Longitudinal Data System work to leverage available resources.

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.

Illinois does not anticipate any major changes to the Data Systems scope of work or budgets in year two. The RTT-ELC funds are supporting larger state projects, so the time-line for those projects could potentially effect the spending of RTT-ELC funds.

Budget Table: Project 12 – Multi-State Instrument Development

Budget Table: Project 12		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$2,096.00	\$2,096.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$2,096.00	\$2,096.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$2,096.00	\$2,096.00

Columns (a): 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 are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014.

Illinois is partnering with North Carolina, Delaware, and New Mexico on the piloting of a quality assessment tool. The other states are working closely to develop the tool. Funds in the first year paid for travel to participate in discussions with experts on the tool.

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.

Illinois does not anticipate any major changes to the scope of work and budget in year two. However, Illinois' work and spending is dependent on the other states completing the tool so that Illinois can pilot.

Budget Table: Project 13 – Targeted High Need Communities

Budget Table: Project 13		
Budget Categories	Grant Year 1 (a)	Total (e)
1. Personnel	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00
8. Other	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$142,448.00	\$142,448.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$142,448.00	\$142,448.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$142,448.00	\$142,448.00

Columns (a): 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 are no discrepancies between the approved budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore the first year of the grant is 18 months and ends June 30, 2014.

The seven "Innovation Zones" (targeted high-need communities) have been identified, and the work is underway. Fiscal agents have been identified for the communities, and the budget currently reflects the scope of work for year one.

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.

Illinois does not anticipate any major changes to the Targeted High-Need Communities scope of work or budgets in year two. The Innovation Zones are finalizing their work plans for years two through four. Budget adjustments may be needed to shift funds from year two to year three, based on those work plans.

APPENDIX

Attachment A

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

Target:

	Baseline (October 2012) Actual	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016
Total number of programs covered by the Tiered Quality Rating and Improvement System	778	13,534	13,839	14,104	14,104
Center-Based Programs					
Total number of center-based programs covered^A	519	3,677	3,982	4,247	4,247
Number of programs in Center-Based Tier 1	0	2,329	2,152	1,877	1,624
Number of programs in Center-Based Tier 2	44	195	245	340	435
Number of programs in Center-Based Tier 3	213	405	582	710	690
Number of programs in Center-Based Tier 4	256	740	985	1,290	1,445
Number of programs in Center-Based Tier 5	6	8	18	30	53
Licensed Family Child Care Home (FCC) Programs					
Total number of FCC programs covered^B	259	9,857	9,857	9,857	9,857
Number of programs in FCC Tier 1	0	9,537	9,491	9,421	9,189
Number of programs in FCC Tier 2	21	35	40	70	110
Number of programs in FCC Tier 3	33	30	35	60	200
Number of programs in FCC Tier 4	200	250	285	300	350
Number of programs in FCC Tier 5	5	5	6	6	8

Notes:

1. Center-based programs includes child care centers; sites/schools with Preschool for All and/or Part B classrooms and/or Title I funded preschool classrooms; and Head Start and Early Head Start centers. Centers that serve only children in kindergarten or older are not included. Note: Some sites are funded by more than one of these funding streams. These targets are based on our best estimates of the total unduplicated number of sites; however, our current data systems currently do not allow for an exact unduplicated count.
2. Total number of FCC homes and number in Tier 1 represent our best estimates of number of homes that serve children under age 5. However, current data systems do not allow us to differentiate these homes well from those that serve only school-age children, as licensing laws cover ages birth through 13. We will be able to track by age of child served any program that participates in Tiers 2 through 5.

Actuals:

	Baseline	Year One	Year Two
Total number of programs covered by the Tiered Quality Rating and Improvement System	778	12,732	
Center-Based Programs			
Total number of center-based programs covered^A	519	3,461	
Number of programs in Center-Based Tier 1	0	2,269	
Number of programs in Center-Based Tier 2	44	0	
Number of programs in Center-Based Tier 3	213	481	
Number of programs in Center-Based Tier 4	256	711	
Number of programs in Center-Based Tier 5	6	0	
Licensed Family Child Care Home (FCC) Programs			
Total number of FCC programs covered^B	259	9,271	
Number of programs in FCC - Based Tier 1	0	8,977	
Number of programs in FCC - Based Tier 2	21	0	
Number of programs in FCC - Based Tier 3	33	54	
Number of programs in FCC - Based Tier 4	200	240	
Number of programs in FCC - Based Tier 5	5	0	

Notes:

1. Center-based programs includes child care centers; sites/schools with Preschool for All and/or Part B classrooms and/or Title I funded preschool classrooms; and Head Start and Early Head Start centers. Centers that serve only children in kindergarten or older are not included. Note: Some sites are funded by more than one of these funding streams.
2. Tier 5 has not yet been implemented. Program that were in Tier 2 of the previous QRIS (Star 1 in Quality Counts) were provisionally transitioned into Tier 3 of ExceleRate Illinois. Tier 2 of ExceleRate (Bronze Circle of Quality) will be implemented in 2014.
3. Total number of FCC homes and number in Tier 1 represent our best estimates of number of homes that serve children under age 5. However, current data systems do not allow us to differentiate these homes well from those that serve only school-age children, as licensing laws cover ages birth through 13. We will be able to track by age of child served any program that participates in Tiers 2 through 5.
4. For FCC, numbers represent programs enrolled in Quality Counts, using the same approach for “converting” Quality Counts tiers to ExceleRate tiers, i.e. Star 1 and Star 2 programs are considered Silver (Tier 3) and Star 3 and Star 4 programs are considered Gold (Tier 4). Tier 5 has not yet been implemented.

Attachment B

Performance Measures (D)(2)(d)(1) Supplemental Tables:

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 and Actual Targets					
	Baseline (From Application)	Year One	Year Two	Year Three	Year Four
Total number of “aligned” providers ¹	5	7	8	9	10
<p>Notes:</p> <p>The data was provided by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA), the organization that tracks this information.</p> <ul style="list-style-type: none"> • Total number of “aligned” providers: These data represent the total number of “authorized” professional development providers (PDPs) in Illinois. 					

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.			
Actual			
	Baseline	Year One	Year Two
Total number of “aligned” institutions and providers ¹	5	30	
<p>Notes:</p> <p>The data was provided by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA), the organization that tracks this information.</p> <ul style="list-style-type: none"> • Total number of “aligned” providers: These data represent the total number of “authorized” professional development providers (PDPs) in Illinois. 			

Attachment C

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.										
Baseline and Annual Targets										
	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline (From Application)		Year One (Target) Actual ¹		Year Two (Target) Actual		Year Three (Target) Actual		Year Four (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1² <i>Illinois Director Credential (IDC)</i> <i>Level 1</i>	244		48	20%	58	20%	80	23%	107	25%
<i>IDC Level 2</i>	187		37	20%	44	20%	53	20%	64	20%
<i>IDC Level 3</i>	115		5	5%	6	5%	6	5%	6	5%
ICD TOTAL	546		90	16%	108	17%	139	19%	177	20%
Credential Type 2³ <i>ECE Credential Level 1</i>	1532		612	40%	857	40%	1200	40%	1680	40%
<i>ECE Level 2</i>	107		54	50%	96	60%	154	60%	205	50%
<i>ECE Level 3</i>	24		7	29%	9	29%	10	25%	12	24%
<i>ECE Level 4</i>	111		61	55%	103	60%	165	60%	220	50%
<i>ECE Level 5</i>	139		69	50%	104	50%	172	55%	242	50%
<i>ECE Level 6</i>	1 pilot		1	0%	2	20%	2	67%	3	60%
ECE TOTAL	1914		804	42%	1171	43%	1703	44%	2362	42%
Credential Type 3³ <i>Infant Toddler Credential (ITC)</i> <i>Level 2</i>	107		32	30%	41	29%	72	40%	125	50%
<i>ITC Level 3</i>	6		12	200%	14	78%	23	72%	37	67%
<i>ITC Level 4</i>	49		14	29%	18	29%	23	28%	30	29%
<i>ITC Level 5</i>	84		40	48%	42	34%	49	30%	60	28%
<i>ITC Level 6</i>	10 pilot		10	0%	2	20%	2	17%	3	21%
ITC TOTAL	256		108	44%	117	33%	169	36%	255	40%
Credential Type 4 <i>Type 04 Early Childhood Teacher Certificate with Bilingual or ESL endorsement or approval</i>	342		17	5%	36	10%	73	20%	88	20%

Notes:

1. These data represent the number of new credentials (not renewals) awarded annually. Percentages are calculated based on the percentage increase in the total number of individuals with said credential/certification from one year to the next.
2. Though the State fell slightly short of our anticipated goals for those receiving the Director’s credential, the State did experience a significant number of renewals to the credential this year, indicating that many are maintaining their credentials. The State anticipates an increase in those earning a Director’s credential next year, as many programs prepare for the requirements of the State’s new QRIS.
3. Illinois was pleased to see that though our actual numbers were below our goals at the lower levels for Early Childhood and Infant and Toddler credentials, we far surpassed them at the higher levels of the credential. This indicates that more of our workforce was prepared for and able to seek even higher levels of credentials than we anticipated.

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.

Actuals										
Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline (From Application)		Year One (Target) Actual ¹		Year Two (Target) Actual		Year Three (Target) Actual		Year Four (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1² <i>Illinois Director Credential (IDC)</i> <i>Level 1</i>	244		32	13%						
<i>IDC Level 2</i>	187		30	16%						
<i>IDC Level 3</i>	115		4	3%						
ICD TOTAL	546		66	12%						
Credential Type 2³ <i>ECE Credential Level 1</i>	1532		605	39%						
<i>ECE Level 2</i>	107		28	26%						
<i>ECE Level 3</i>	24		11	46%						
<i>ECE Level 4</i>	111		116	105%						
<i>ECE Level 5</i>	139		123	88%						
<i>ECE Level 6</i>	1 pilot		5	500%						
ECE TOTAL	1914		883	46%						
Credential Type 3³ <i>Infant Toddler Credential (ITC)</i> <i>Level 2</i>	107		62	58%						
<i>ITC Level 3</i>	6		3	50%						

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.

Actuals

Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline (From Application)		Year One (Target) Actual ¹		Year Two (Target) Actual		Year Three (Target) Actual		Year Four (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
<i>ITC Level 4</i>	49		92	188%						
<i>ITC Level 5</i>	84		78	93%						
<i>ITC Level 6</i>	10 pilot		9	900%						
ITC TOTAL	256		244	99%						
Credential Type 4 <i>Type 04 Early Childhood Teacher Certificate with Bilingual or ESL endorsement or approval</i>	342		226	66%						

Notes: INCCRRA tracks the information for credentials and ISBE tracks the information for Type 04 Early Childhood Certifications. Within the credentials, level 1 or the lowest number level is the lowest level of competency.

1. These data represent the number of new credentials (not renewals) awarded annually. Percentages are calculated based on the percentage increase in the total number of individuals with said credential/certification from one year to the next.
2. Though the State fell slightly short of our anticipated goals for those receiving the Director’s credential, the State did experience a significant number of renewals to the credential this year, indicating that many are maintaining their credentials. The State anticipates an increase in those earning a Director’s credential next year, as many programs prepare for the requirements of the State’s new QRIS.
3. Illinois was pleased to see that though our actual numbers were below our goals at the lower levels for Early Childhood and Infant and Toddler credentials, we far surpassed them at the higher levels of the credential. This indicates that more of our workforce was prepared for and able to seek even higher levels of credentials than we anticipated.

APR Budget Addendum:

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore, the first year of the grant was 18 months and ended June 30, 2014. As of June 30, 2014 at the end of the first year of the grant, Illinois spent 100% of the funds approved for year one. Year one spending equaled 15% of the grant total, \$ 52,498,043.00

Currently, approximately 75% of the total grant funds are obligated in contracts to over forty different organizations across the state. Based on contracts obligated for years two, three, and four, Illinois anticipates spending 37% in year two, 35% in year three, and 12% in year four.

In year two, Illinois will focus on signing contracts to obligate the remaining 25% of the funds. No significant budget amendments are anticipated to date. The only change that may be necessary is in regards to the data systems project because the state's longitudinal data system has been delayed, and has thereby delayed the data systems work under this grant.

Illinois looks forward to continuing to successfully implement the activities of the Race to the Top-Early Learning Challenge grant.