

2013 ANNUAL PERFORMANCE REPORT

Rhode Island





Race to the Top Early Learning Challenge

Annual Performance Report

Rhode Island

2013

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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	9
High-Quality, Accountable Programs	10
Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).....	10
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)	26
Validating the effectiveness of the State TQRIS (Section B(5) of Application).....	28
Focused Investment Areas: Sections (C), (D), and (E)	29
Promoting Early Learning Outcomes	30
Early Learning Development Standards (Section C(1) of Application)	30
Comprehensive Assessment Systems (Section C(2) of Application)	33
Early Childhood Education Workforce	35
Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)	35
Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)	37
Performance Measure (D)(2)(d)(1).....	40
Performance Measure (D)(2)(d)(2).....	42
Measuring Outcomes and Progress	44
Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)	44
Early Learning Data Systems (Section E(2) of Application)	45
Data Tables	47
Table (A)(1)-1: Children from Low-Income families, by age.....	47
Table (A)(1)-2: Special Populations of Children with High Needs	48
Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age	49

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity.....	50
Table (A)(1)-4: Data on funding for Early Learning and Development.....	51
Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State	53
Table (A)(1)-6: Current status of the State's Early Learning and Development Standards	54
Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State	57
Budget and Expenditure Tables	58
Budget Summary Table	58
Budget Table: Project 1 – Grant Management.....	62
Budget Table: Project 2 – Improving the Quality of Early Learning Programs.....	64
Budget Table: Project 3 – Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs.....	66
Budget Table: Project 4 – Using Early Learning and Development Standards.....	68
Budget Table: Project 5 – Developing and Supporting Effective Early Childhood Assessment	70
Budget Table: Project 6 – Developing and Supporting Effective Early Childhood Assessment	72
Budget Table: Project 7 – Improving the Knowledge and Competencies of the Early Learning Workforce.....	74

***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 #:** S412A120033
2. **Grantee Name:** Office of the Governor, State of Rhode Island
3. **Grantee Address:** 255 Westminster Street, Providence, RI, 01903
4. **Project Director Name:** Melissa Emidy
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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): 01/01/2013 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: Deborah A. Gist

Title: Commissioner

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.

Accomplishments

Rhode Island has made progress toward its ambitious but achievable goals under the Race to the Top Early Learning Challenge Grant in 2013. In year two, Rhode Island realized key accomplishments in policy and systems development by finalizing:

- Early Learning and Development Standards
- Workforce Knowledge and Competencies for Teachers (including Early Childhood Special Educators), Teacher Assistants, and Family Child Care
- The alignment of the continuum of quality program standards for early care and education programs
- Plans to ensure early care and education programs have the resources and supports to achieve higher levels of program quality.

Rhode Island completed the expansion of the Early Learning and Development Standards (ELDS) in Year 2. The Standards serve several purposes in the state's early childhood system. First and foremost, they guide early care and education practices, such as curriculum and assessment choices, to ensure children receive every opportunity to make progress in the designated learning domains and enter kindergarten prepared to succeed. The Standards also support the understanding among primary caregivers and family members of key early learning milestones. Finally, the Standards serve to inform primary grade teachers of the educational trajectory of the state's youngest learners so that these teachers are even better prepared to serve all children.

The Rhode Island Workforce Knowledge and Competencies articulate the essential skills and knowledge for educators who work with young children by defining what they need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: 1) supporting an educator's individual professional development efforts, 2) helping program administrators articulate educator job expectations and design evaluation processes for staff and 3) guiding higher education and professional development providers on the creation of curricula for college courses and educator training offered in the community.

Rhode Island completed the program quality standards alignment process in 2013. This included revisions to the DCYF Child Care Regulations for Licensure, Family Child Care Regulations for Licensure, BrightStars TQRIS Standards and the Department of Education Comprehensive Early Childhood Education (CECE) Program Regulations. Although developed by different agencies for different purposes, each of these three sets of standards addressed many similar dimensions of program quality, though each set of standards had different indicators representing different levels of quality. To achieve an aligned continuum, representatives of each agency came together to form the inter-agency Program Standards Alignment Core Team which then developed an over-arching frame for the continuum and provided oversight of the revisions of each set of standards. Each state agency promulgated the set of standards under its purview in accordance with the respective statutory requirements.

Also in 2013, Rhode Island developed policies for resources and financial supports for providers as they enter the program quality continuum. Two significant financial incentives, Program Quality Improvement Grants and Quality Awards, support the costs of improving and maintaining quality. Program Quality Improvement grants are available to eligible programs to support efforts to improving program quality. Programs are required to

have a BrightStars rating and must align their grant application with their continuous quality improvement grant. Programs at all five star levels and RIDE CECE programs participating in technical assistance were eligible for Program Quality Improvement Grants. Rhode Island also began the planning phase of addressing facility barriers. Through the alignment process, programs and providers identified a number of facilities issues that could prevent compliance with DCYF licensing, resulting in a reduced or lower star rating in the QRIS. A process to establish the scope of facilities issues was started in January 2014. Quality Awards are ongoing payments related to achieving and maintaining a particular program quality rating and are structured to support programs that serve high needs children to maintain higher levels of quality. Quality Awards are available to programs that reach levels 3, 4, and 5 and have a minimum of 10% of their total enrollment in the Child Care Assistance Program. A portion of Quality Award funds must be utilized for the costs associated with staff support.

Rhode Island recognizes that the financial supports and incentives above address some program quality standards; however, increasing the knowledge and skills of the workforce is also a key strategy in improving program quality and outcomes for children. In Year 2, Rhode Island increased opportunities for access to professional development and higher credentials. Six Institutions offered professional development and technical assistance aligned to Rhode Island's Workforce Knowledge and Competencies. Further, Rhode Island completed the work to identify vendors for the Professional Development/Technical Assistance Center and the Center for Teaching and Learning which will expand existing opportunities to the current workforce.

Challenges and Strategies Implemented to Address Challenges

An interagency collaboration involving five state agencies with separate administrations and operating practices adds complexity to the work. Additionally, the state procurement system has struggled to keep pace with the volume of procurement needs from not one, but two Race to the Top grants. In order to improve performance and support Participating State Agency (PSA) partners, Rhode Island increased stocktaking meetings to provide a regular vehicle to prioritize activities, and to address barriers and solve problems as soon as they developed. In particularly challenging circumstances, Rhode Island involved state agency leadership at the highest levels through weekly phone meetings to ensure leadership awareness of key activities and challenges. Additionally, Rhode Island dedicated one procurement officer at the Department of Administration to ensure all RTT-ELC projects were handled by one buyer.

Rhode Island's Early Care and Education providers also identified communication as a challenge in early 2013. Stakeholders identified a need for consistent and regular messaging from the Participating State Agencies. To address this challenge, Rhode Island issued an RFP in the Spring of 2013 and hired a communications firm in July 2013 to develop a communications blueprint, branding and a structure to ensure consistent and timely communication. Rhode Island's agency leaders began a "boots on the ground" effort to ensure the early care and education community were aware and involved in the State's efforts. This effort included the development of a communications team, leveraging communications opportunities within existing community groups, as well as providing informational sessions and an increased presence at community events and meetings.

Lastly, Rhode Island is clear that participation in BrightStars is the first step for early care and education programs to increase program quality. Delays in developing, issuing, reviewing proposals and contracting for the state's TQRIS vendor resulted in a 9 months delay in implementing the revised TQRIS standards. This delay impacted the state's ability to reach its targets for 2013. For example, public school programs were not eligible for participation until November of 2013 which left them little time to submit an application and be rated. Despite this, the state remains confident that targets will be met by the end of the grant due to the combinations of policy changes and financial incentives described above. The Department of Human Services

promulgated rules in 2013 requiring programs that participate in the Child Care Assistance Program to participate in BrightStars. RIDE also required participation for programs seeking CECE Program Approval and Pre-K funding. Programs were provided with time, six months to a year, to become engaged with BrightStars, therefore, full implementation of these rules will occur in 2014. Rhode Island will continue to use a variety of means, including both regulatory changes and incentives, to engage non-CCAP program and reach targets set forth in the RTT-ELC Application.

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).

Rhode Island made changes to the RTT-ELC governance and management structure in the second year of the RTT-ELC Grant. In May 2013, the Grant Officer position was vacated and a search process for a new Grant Officer began. In July 2013, Rhode Island Department of Education's Chief of Staff was reassigned to the Office of Higher Education as Interim Commissioner. In August, both the new RTT-ELC Grant Officer and a new Chief of Staff were appointed by the Commissioner of Education. As a part of this transition, the Commissioner assumed direct leadership of the RTT-ELC Grant and directly supervises the RTT-ELC Grant Officer.

The Coordinating Team membership was updated to support the management change. The Commissioner appointed the Chief Of Staff to the Coordinating Team as her delegate and the Office of Higher Education added a member to the team. These management and governance changes initiated an update to Rhode Island's Sub-Recipient Monitoring plan, revised in the fall of 2013 and submitted in February 2014.

Amendment 5, submitted in August 2013, expanded the capacity at the Department of Human Services (DHS), to manage projects 2, 3, 6 and 7. 4 FTEs were added to support this work including an Administrator to oversee the RTT-ELC work at DHS; a contract manager for the PD/TA Center, a contract manager for the State's TQRIS and a Senior Data Systems Analyst. Also in Amendment 5, HEALTH added an additional FTE to respond to referrals that are received from primary care providers in response to screening results.

In addition, Rhode Island addressed the Governor's Early Learning Council's strategic plan and its relationship to the RTT-ELC Challenge grant. The role of the Council, Sub-Committees and Core Project Teams were revised and clarified as follows:

Core Project Teams carry out the work in the RTT-ELC Scope of Work. The Core Project Teams consist of department staff from each agency involved in each of the projects. Core Project Teams meet as needed to guide the activities of each project as outlined in the Scope of Work.

Sub-Committees of the Early Learning Council are tasked with using a data driven approach to understand gaps and barriers and make policy recommendations to the Council in the focus areas of the state's strategic plan (both within and outside the RTT-ELC grant work). Given the strong alignment of the Council's strategic plan and the RTT-ELC work, the Sub-Committees are also a key vehicle for providing stakeholder and public input to the Core Project Teams as they embark upon their work. In 2013, the Sub-Committees were reorganized to better align with the strategic plan and were collapsed from seven to five: Access, Early Learning and Development Standards and Assessment, Program Standards and Quality, Data, and Workforce.

The Early Learning Council continues to provide leadership and oversight to the grant implementation as it relates to the Council's strategic goals, to ensure the development of cross-sector and cross-departmental

systems and programs. The Council is also charged with facilitating over-arching policy decisions to help ensure the effective implementation of the grant and to ensure the Council can make informed recommendations on key policy issues.

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.

As part of the revision of the Early Learning Council Subcommittees additional membership was solicited and 55 additional members were added. Membership includes participation from diverse perspectives from all parts of the early learning system (e.g. public schools, Head Start, centers, family child care) and roles (e.g. administrators, teachers of infants - kindergarten, trainers, state agencies, etc.) and different parts of the state. Subcommittees members represent key stakeholder groups and are a regular avenue for receiving input and feedback to RTT-ELC activities. Additionally, each Core Project Team continues to prioritize that multiple opportunities for engagement of stakeholders in the implementation of project activities exist and state leaders participate in existing advisory groups on a regular basis to ensure regular engagement with key stakeholders.

Another key priority of the second half of 2013 was communications. A Communications Team, chaired by the Grant Officer, was established and is comprised of state agency staff, key vendors implementing the work of the grant, and early childhood leaders. The Team meets monthly to monitor the ongoing communication of the RTT-ELC activities and makes recommendations to ensure the right messages are reaching the right audiences. In July, Rhode Island contracted with a communications vendor to develop a communications blueprint and to support the over-arching communication of grant activities. An annual communications plan was developed and implemented. Branding for the work of the RTT-ELC was determined in the fall of 2013. Exceed- Rhode Island's Early Childhood Commitment - was selected as the name of Rhode Island's Race to the Top –Early Learning Challenge Grant initiatives. The use of the name Exceed will allow for name recognition and continuity across statewide multiple organizations who work as partners on behalf of the grant.

In 2013, Rhode Island took a "boots on the ground" approach to communications to ensure the key activities of the grant were known by all stakeholders. In order to improve the initial response rate of the Workforce Study, state agency staff went out to programs to spread the word about the need for study participation, and provided information on new activities and supports available to the early childhood community through the grant. This approach received overwhelming positive feedback and a plan was put in place to ensure more face to face contact between the Participating State Agency staff responsible for policy development and community stakeholders.

Participating State Agency staff began offering general information sessions which included an opportunity for dialogue between the early childhood community and the state leaders. The first informational session, From Policy Development to Implementation, was offered in October 2013, at Rhode Island's Early Childhood Conference. By the end of 2013, four additional sessions were scheduled for January 2014. Inspired by the overwhelming positive feedback, Participating State Agencies and vendors added additional informational sessions that will continue in 2014.

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.

Rhode Island's RTT-ELC State Plan resulted in significant policy changes to align the State's continuum of program quality standards in 2013. Like most states, Rhode Island has three different sets of program quality standards governing early care and education programs and administered by three different state agencies, child care licensing regulations, TQRIS standards, and preschool programs standards. The RTT-ELC State Plan committed to revising and aligning these different sets of program quality standards, each requiring policy changes.

In June, Rhode Island's Board of Education adopted revised Comprehensive Early Childhood Education (CECE) Standards. Administered by the Rhode Island Department of Education (RIDE), the Comprehensive Early Childhood Education (CECE) Standards for Approval apply to early care and education programs serving preschool and kindergarten children. Additionally, programs participating in Rhode Island's state-funded preschool program are required to hold CECE Approval. The voluntary RIDE CECE Standards for Approval represent the gold standard for program quality for preschool and kindergarten programs in Rhode Island and comprise the top level of the revised and aligned continuum of standards. The CECE Standards for Approval were recently revised in 2008 and, as such, needed relatively minor revision. A major aspect of the revisions focused on changing the organizational structure of the standards to be more consistent with the Department of Children, Youth and Families (DCYF) child care licensing regulations and BrightStars TQRIS standards. A major substantive change to the standards involved increasing the minimum amount of time a program needs to operate for CECE Approval from 12 hours per week to 13.75 hours to align with minimum requirements for kindergarten programs. Changes were also made to the CECE standards that more clearly and intentionally embedded inclusion principles throughout the standards.

In October, the Child Care Assistance Program (CCAP) Rules and Regulations were promulgated by DHS. Incorporated into the rules was the addition of BrightStars TQRIS Standards. BrightStars, the state's five-star quality rating system, is designed to assess and differentiate the quality of early care and education settings on indicators that are most important to improving child outcomes and promoting school readiness. A number of changes were made to the standards in an effort to more meaningfully differentiate quality and to include indicators that are more closely linked to child outcomes and school success. BrightStars revisions made important changes to encourage stronger screening and assessment practices consistent with National Research Council's report on early childhood assessment. New standards were also included to support the assessment of the classroom environment and teacher-child interactions and includes the addition of the Classroom Assessment Scoring System (CLASS). Standards were also included which emphasized inclusive program settings for children with developmental delays and disabilities. Star levels 3-5 now require providers to have a written philosophy statement welcoming and accommodating the inclusion/integration of children with developmental delays and disabilities. Finally, additions and changes to the BrightStars standards place a greater emphasis on family engagement. A substantial policy change to the CCAP rules is the requirement for all CCAP Programs to participate in BrightStars. By virtue of receiving DHS CCAP approved child care provider status, approved child care providers were automatically awarded a temporary "Starting Star" designation within the Quality Rating and Improvement System. Effective April 1, 2014, all licensed CCAP-approved programs that have not received, or submitted an application to receive an official rating will be automatically awarded a Star Level One

designation. Additionally, the CCAP Rules included the availability of Quality Awards; subject to funding made available through the Race to the Top-Early Learning Challenge Grant to programs at rated BrightStars level 3, 4 or 5. These Quality Awards are separate and distinct from DHS CCAP Subsidy payments. The purpose of the Quality Awards is to off-set the cost of operating at the highest levels of quality in BrightStars for programs enrolling at least 10% children receiving subsidized child care.

In November, The Department of Children, Youth and Families, promulgated Child Care Program Regulations for Licensure. DCYF's licensing regulations are considered the "floor" of quality and represent a "pre-level" on the continuum of standards. After 20 years without revision, these regulations were revised based on the latest research and knowledge of best practices to promote safer, healthier, and more enriching environments for young children. Raising the quality floor must be done with regulations that are reasonable, achievable, and enforceable, so great care was taken during the revision process to update the language used to reflect current terminology (e.g., day care was changed to child care) and to clarify terms to remove ambiguity related to the practices and structures that need to be in place in early childhood settings. All of the changes were guided by the latest research in the field and industry best practices.

Participating State Agencies

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

Rhode Island had no changes in participation and commitment by the Participating State Agencies.

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	No

(6) Effective data practices	
Yes or No	No

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

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

Rhode Island completed the program standards alignment process in 2013. This included revisions to the DCYF Child Care Regulations for Licensure, Family Child Care Regulations for Licensure, BrightStars TQRIS Standards and the Department of Education Comprehensive Early Childhood Education Program Regulations. Although developed by different agencies for different purposes, each of these three sets of standards addressed many similar dimensions of program quality, though each set of standards had different indicators representing different levels of quality. To achieve an aligned continuum, representatives of each agency came together to form the inter-agency Program Standards Alignment Core Team which then developed an over-arching frame for the continuum and provided oversight of the revisions of each set of standards. Each state agency promulgated the set of standards under its purview in accordance with the respective statutory requirements.

In addition to Facilities regulations contained within DCYF and RIDE regulations, the final program standards continuum is organized around six domains of quality. These are:

1. Health, Safety, and Nutrition
2. Enrollment and Staffing
3. Staff Qualifications and Ongoing Professional Development
4. Administration
5. Early Learning and Development
6. Family Engagement

Every aspect of the continuum—from the way it is organized to the way each set of standards was revised—is grounded in a strong rationale based on research, best practices, expert opinion, and public input. A brief description of the process for each agency is discussed below.

DCYF's Revision of the Child Care Licensing Regulations for Centers

DCYF worked with the National Association of Regulatory Administrators (NARA) to draft the revisions to the child care center licensing regulations. NARA supported DCYF in hosting initial forums and sought feedback from licensing staff and local quality monitoring and improvement experts prior to revisions. In addition, a series of focus groups and forums were held with licensed early childhood providers in the state to review draft revisions. Finally, the state held public hearing on the regulations as required by statute.

In addition to the public input, NARA used the latest research and knowledge about best practices to guide the revisions. The resources that were used included Caring for Our Children: National Health and Safety Performance Standards for Early Care and Education Programs, 3rd Edition; a white paper by NARA entitled Strong Licensing: The Foundation for a Quality Early Care and Education System; as well as Oklahoma's regulations, which are listed by the National Association of Child Care Resource and Referral Agencies as the best in the country. The revised regulations were then cross-walked with RIDE CECE Program Standards with a focus on streamlining health and safety and facilities requirements and ensuring structural and language alignment for early care and education programs located in public schools and as such not licensed by DCYF.

Revision of the BrightStars QRIS Standards for Centers and Family Child Care

The Program Standards Alignment Core Team drafted the revisions to the BrightStars TQRIS standards. A key goal of Rhode Island's Race to the Top—Early Learning Challenge grant was to support the revision of Rhode Island's quality rating system so that it better differentiated levels of program quality. To be considered a successful rating system, programs at a higher rating level on BrightStars should produce stronger child outcomes than programs at lower levels. Accordingly, the BrightStars revisions focused heavily on identifying and measuring those aspects of program quality that would have the most impact on child outcomes.

The Core Team worked with Kelly Maxwell, Ph.D., Senior Scientist and Associate Director of the Frank Porter Graham Child Development Institute. Dr. Maxwell provided research support and used data collected from a methodologically rigorous pilot study of BrightStars to inform the initial development of the standards, as well as baseline studies of center quality, family child care quality, and school-age child care quality. The team was also informed by work conducted on other state systems, national research on TQRIS, and other relevant research. Revisions to the rating system were considered in the following areas: the Scoring System, Staff Qualifications, Accreditation, Ratios and Group Size, Curriculum, Child Assessment, and Family Engagement.

RIDE's Revision of CECE Program Standards for Approval

With the goal of incorporating multiple stakeholder perspectives, RIDE created an in-house team with wide-ranging experience and content area knowledge. Team members included early childhood teachers, administrators, education coordinators, and technical assistance providers from public preschool and community-based programs. The team also included Rhode Island Early Learning and Development Standards (RIELDS) trainers, early childhood education college instructors, and state monitoring and technical assistance staff. In this way, the development team reflected multiple perspectives including preschool special education, child assessment, Head Start Performance Standards, National Association for the Education of Young Children (NAEYC) Accreditation Standards, and the Division of Early Childhood (DEC) Recommended Practices. The primary goal of the revisions to the CECE standards was to ensure that they were informed by research, grounded in a strong rationale that met or exceeded NAEYC standards and national Pre-K Benchmarks, and better aligned with the other sets of state standards.

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.

Rhode Island's TQRIS, BrightStars, had primarily voluntary participation in 2013. In the early months of 2013, BrightStars hosted Orientation Sessions, outreached to community agencies, mailed applications to programs upon request, and promoted participation during professional development sessions hosted by BrightStars. However, the RTT-ELC State Plan promotes ambitious program participation in BrightStars and several strategies were implemented in 2013 toward achieving this goal.

First, the CECE revisions promulgated in June included required participation in BrightStars for programs seeking this approval. This revision ensures that the quality of infant toddler classrooms in programs operating preschool and kindergarten classrooms approved by RIDE is addressed. In 2013, two informational sessions were held with the Early Childhood Leadership of our 50 public schools to encourage participation in BrightStars.

Second, Rhode Island was intentional in its design of supports. Beginning in 2012, the Rhode Island Early Learning Council worked with Ann Mitchell to develop a cost model for Rhode Island's Child Care Programs. The resulting report; The Cost of Quality Early Learning in Rhode Island, was completed in 2013. The primary goal of this effort was to develop a set of recommended financial incentives and supports to understand the cost to sustain programming at the highest levels in BrightStars and to promote and maintain quality improvement. By design, all direct financial supports to programs are linked to participation in BrightStars. Financial incentives are intended to help support the costs of improving program quality and/or of maintaining program quality. The package of incentives and supports includes Program Improvement Grants and Quality Awards and the combined effect is expected to help close the cost-quality gap.

Third, in October 2013, the Department of Human Services revised the CCAP rules to require participation in BrightStars for any program participating in the child care subsidy program. This resulted in the identification of 577 early childhood programs as "Starting Stars" by virtue of their participation in CCAP. Programs were notified in writing by of their "Starting Star" in November 2013. Included in the notification packet was a document articulating the resources and supports available to programs as they enter BrightStars. BrightStars created a transition policy and revised its policies and procedures. Additionally, to ensure operations would be able to handle the increased number of participants, BrightStars revised its operational plan, identified areas for efficiency improvement and engaged with Participating State Agencies to coordinate operational systems to ensure applications were processed in an expedient manner. To ensure operations are efficient, the BrightStars Contract Manager at DHS reports to the RTT-ELC Coordinating Team bi-weekly on the status of participation and marketing and outreach efforts.

In December 2013, a formal outreach and marketing plan was developed by BrightStars in conjunction with RIDE, DHS and the grant's communications vendor. A formal communication plan was developed for implementation in 2014. Rhode Island will continue to communicate regularly and often, through a variety of means, to ensure programs understand the connection between BrightStars and the overall quality continuum as it relates to positive child outcomes and access to resources and supports.

In 2014, Rhode Island will continue to use a variety of means, including both regulatory changes and incentives, to engage non-CCAP program and reach targets set forth in the RTT-ELC Application.

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	6	86.0%	8	100%	14	100%	14	100%	20	100%
Early Head Start & Head Start ¹	10	26.0%	20	53.0%	44	100%	44	100%	44	100%
Programs funded by IDEA, Part C	0	0.0%		0.0%		100%		0.0%		0.0%
Programs funded by IDEA, Part B, section 619	55	0.0%	0	0.0%	55	100%	55	100%	55	100%
Programs funded under Title I of ESEA	6	0.0%	0	0.0%	6	100%	6	100%	6	100%
Programs receiving from CCDF funds	86	9.0%	233	25.0%	933	100%	933	100%	933	100%
Other 1	34	10.0%	82	25.0%	330	100%	330	100%	330	100%
Describe:	DCYF Licensed Child Care Centers									
Other 2	59	9.0%	172	25.0%	688	100%	688	100%	688	100%
Describe:	DCYF Licensed Family Child Care									

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

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	7	6	86.0%	7	6	75.0%	11	8	72.7%
Specify:									
Early Head Start & Head Start ¹	38	10	26.0%	38	16	45.0%	38	29	76.3%
Programs funded by IDEA, Part C	0	0	0.0%	0		0.0%			0.0%
Programs funded by IDEA, Part B, section 619	55	55	0.0%	55	0	0.0%	50		0.0%
Programs funded under Title I of ESEA	6	6	0.0%	6	0	0.0%	4	0	0.0%
Programs receiving from CCDF funds	933	86	9.0%	933	166	17.8%	774	774	100%
Other 1	330	34	10.0%	330	48	14.6%	309	278	89.7%
Describe:	DCYF Licensed Child Care Centers								
Other 2	688	59	9.0%	688	127	18.5%	569	516	90.7%
Describe:	DCYF Licensed Family Child Care								

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.

TQRIS participation is by programs not by classroom, therefore the number reflected is the total number of locations funded by Rhode Island's Pre K program. There are a total of 13 classrooms with PreK funding.

Head start total number is the number of facilities with Head Start or Early Head Start slots available.

Programs funded under IDEA, Part C, do not participate in the TQRIS.

Programs funded under IDEA, Part B, Section 619 is the number of facilities with preschool special education.

Title I is the number of classrooms with preschool special education funded by Title I.

For reporting purposes, High Needs Children in BrightStars are defined as those receiving CCAP in 2013.

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.

Participation in Rhode Island's TQRIS was voluntary for most of 2013. The CCAP rules change became effective in late October and communications to providers about their new Starting Star status did not occur until November of 2013. Additionally, Public Schools were unable to join BrightStars until the revised rules were promulgated. This left a very short time period between program notification and year end reporting.

Rhode Island understands the participation gap will require targeted outreach and marketing in 2014 to reach the RTT-ELC goal of 100% of early childhood education programs participating in BrightStars. This process began in 2013. To address this gap, BrightStars has created an outreach and marketing plan to target this population to ensure all programs are aware of the incentives available to participating programs. Planning for 2014 began in the fourth quarter of 2013. In 2014, BrightStars will provide promotional materials and advertising on local websites and in physical locations of community partners connected to children and families, including pediatrician offices, health care centers/hospitals, and parent organizations and support groups to ensure parents can make an informed choice on their child's care.

In addition, the planned Public Awareness Campaign for Project 5, scheduled to launch in the summer of 2014, on the importance of developmental screening, will include messaging about choosing quality child care and promote BrightStars as Rhode Island's Quality Rating and Improvement System.

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.

Rhode Island has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in BrightStars.

The effective rating and monitoring of programs starts at the foundation of the state's continuum of programs quality standards; DCYF licensed programs. In 2013, DCYF assessed and strengthened their internal process, recognizing the importance of effective and consistent monitoring. DCYF licensors completed an online training course and a two day training session facilitated by NARA in September 2013. Licensors received and reviewed an updated policy and procedures manual and a standard measurement guide. DCYF created an opportunity for licensors to work together to ensure consistency in monitoring through bi-weekly compliance meetings to review their cases, discuss how they have monitored to compliance, and share strategies used to help programs come into compliance with the 2013 regulations. As a part of these compliance meetings, licensors report out on data collected at monitoring visits to inform policy leaders on successes and challenges programs have as they transition to the new regulations and receive ongoing monitoring visits. BrightStars has adopted this internal process as well.

BrightStars TQRIS standards were developed in 2008 and pilot tested prior to implementation in 2009. The 2013 revisions to the BrightStars standards took into account data from the pilot conducted by Dr. Maxwell in 2008, as well as, data from the initial years of implementation. Dr. Maxwell also conducted research reviews on key revision questions of the Core Team. All were considered during the revisions process in order to ensure that the revised standards and their measurements could be conducted in a valid and reliable manner.

In addition, RIDE and BrightStars staff worked together to plan for the alignment of the state systems for ensuring the reliability of ERS and CLASS assessors. BrightStars and RIDE worked through the initial requirements to share an assessor pool to enable ECERS assessors to rate programs for both CECE and BrightStars, reducing

duplication of efforts. Two BrightStars staff were trained ERS to author reliability in 2013. In 2014, BrightStars and RIDE staff will develop aligned assessor protocols and author train additional assessors to reliability in both ERS and CLASS. BrightStars will manage the ERS assessor reliability system and RIDE will manage CLASS. RTT-ELC Federal TA has provided resources and best practices from other states to Rhode Island to inform the design of our system.

In 2014, Rhode Island will continue monthly convening of an alignment team consisting of staff from DCYF, BrightStars, and RIDE. This team's goal is to ensure ongoing consistency and reliability among the assessors, not only in standards/regulations measurement, but also to ensure consistent guidance and communication about resources and supports.

Programs are monitored consistently and with appropriate frequency through the aligned system. As of 2013, licensed programs received at least two visits annually by DCYF and if participating in BrightStars, at least one annual visit.

DCYF requires licensed programs to conspicuously post their license in the program facility. Additionally, programs participating in BrightStars are required to post their star rating, by domain, at a conspicuous location in their program. Program quality rating data and information, by domain, is also publicly available on the BrightStars website. At this time, licensing history is available to the public via a direct request to DCYF. In 2014, the RTT-ELC Coordinating Team will review the legal requirements necessary to make licensing history available online.

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	
Increased compensation	Yes

Number of tiers/levels in the State TQRIS
5*

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

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	0	1	2	0	0	3	14
TQRIS Programs that Moved Down at Least One Level	0	0	1	0	0	3	0

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

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

Rhode Island was intentional to ensure high quality and positive child outcomes in its design of the highest tiers of the TQRIS.

BrightStars

Level 4 of BrightStars requires classroom level curriculum informed by the Rhode Island Early Learning and Development Standards, as well as child assessment data, and includes a variety of instructional strategies and multilevel learning opportunities. It also encompasses teaching staff roles, daily schedule, classroom environment, planned activities, intentional practice and nurturing relationships.

At the highest tier of BrightStars, programs are required have a written curriculum framework aligned to the Rhode Island Early Learning and Development Standards that recognizes the individual needs for all children. This framework is a description of how the program will implement core components of a quality curriculum: Context, Content, Teaching and Facilitation, and Process. The curriculum framework guides teachers in incorporating content, concepts and activities that foster and integrate the Rhode Island Early Learning and Development Standards to support all children's learning.

NAEYC Accreditation is recognized as BrightStars levels 3, 4 and 5 for Curriculum and at levels 4 and 5 for Child Assessment. Compliance with Head Start Performance Standards is recognized as BrightStars Level 5 for Curriculum, Child Assessment and Inclusive Program Practices.

Formal education requirements at Level 4 BrightStars are 75% of teachers have 12 college credits in ECE/Related field and of these teachers 25% must have at least an Associates degree or higher. At BrightStars Level 5, at least 75% of teachers have an Associates Degree or higher and of these 50% of preschool teachers must have a

Bachelor's Degree or higher and 24 credits in ECE/related field. BrightStars level 4 and 5 requires in addition to formal education, a certificate in the Rhode Island Early Learning and Development Standards relevant to their position.

RIDE CECE Approval

In Rhode Island, the highest level of quality is established by the Comprehensive Early Childhood Education Program Standards. CECE standards align with, and in some cases, exceed the standards of the highest tier in BrightStars. CECE Approval is voluntary for preschool programs. The Standards align with national PreK benchmarks, research, and evidence-based practice shown to improve educational and developmental outcomes for children. The standards also incorporate a framework for providing high-quality educational services based on Rhode Island's Early Learning and Development Standards.

RIDE approved programs are required to have a written plan and description of practices for implementing a child assessment system aligned with the Rhode Island Early Learning and Development Standards for preschool and/or the Common Core State Standards/Grade level Expectations for kindergarten. RIDE uses the Early Childhood Environmental Rating scale (ECERS) to ensure that classroom environments meet high quality standards associated with improving child outcomes. Programs will need an average ECERS score of 5.0 or greater with no observed classrooms score less than 3.0. This standard aligns with the Five-Star rating in the BrightStars Quality Rating and Improvement System.

The standards require a reduced ratio of 1:9 and also align with national PreK benchmarks. The CECE Standards also require certified teachers in each RIDE Approved classroom. The decision to require certified teachers in each RIDE Approved classroom reflects the following: research relating teacher credentials to improved child outcomes, research on PreK programs with certified teachers, PreK benchmarks, knowledge, skills, and competencies required to implement the educational program, alignment with K-12 system requirements, and alignment with other national and state level efforts to raise credentials (NAEYC, Head Start, BrightStars).

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

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of programs covered by the TQRIS	93	255	1,079	1,079	1,079	175	786
Number of Programs in Tier 1	34	77	755	540	270	88	97
Number of Programs in Tier 2	23	64	108	216	270	36	48
Number of Programs in Tier 3	14	51	108	162	216	16	22
Number of Programs in Tier 4	16	38	54	81	162	23	29
Number of Programs in Tier 5	6	25	54	80	161	12	13

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.

Source: RIAEYC, 2013 for rated Programs. DHS for starting stars.

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.

In 2013, Rhode Island focused on moving providers into BrightStars. The targets set for (B)(4)(c)(1) were not met in 2013 due to 1) delays in contracting with the TQRIS vendor; 2) promulgation of the CCAP rules; 3) transition from 2009 standards to 2013 standards. Although the RFP for a vendor was posted in 2012, contract negotiations took six months. After signature, the contract required further revision and negotiations with the vendor continued through most of 2013. In the spring of 2013, the BrightStars standards were revised were included in the CCAP rules as an addendum. The CCAP rules additionally included language requiring participation for all CCAP approved providers. In the summer of 2013, the Department of Human Services (DHS) revised the CCAP rules to require participation for all CCAP approved providers. These rules were promulgated in late October 2013. In October, BrightStars stopped accepting applications for six weeks while transitioning to the new standards. By year end, 819 programs are now participating in BrightStars and 209 programs have been rated. At the time of report 16 programs are in the queue for a higher rating. In 2014, the focus will be on moving programs to higher tiers.

Rhode Island has developed financial incentives to support the costs of improving and maintaining quality. Program Quality Improvement grants are available to eligible programs to address barriers to program quality. Programs are required to have a BrightStars rating and must align their grant application with their continuous quality improvement grant. Programs at all five star levels and RIDE preschool programs participating in technical assistance were eligible for Program Quality Improvement Grants. In 2013, Rhode Island introduced an interim round where programs qualified for up to \$5000 for Family Child Care and \$30,000 for centers and

public schools. In the interim round, a total of \$554,850 was awarded to 93 programs, 12 public schools, 56 family child care programs and 25 child care centers.

Rhode Island began the planning phase of addressing facility barriers. Through the alignment process, programs and providers identified a number of facilities issues that could prevent compliance with DCYF licensing, resulting in a reduced or lower star rating in the QRIS. To address this issue, the State began planning for a facilities needs assessment to be conducted in early 2014.

A second financial incentive is the Quality Award program. In Rhode Island, Quality Awards are ongoing payments related to achieving and maintaining a particular program quality rating and are structured to reward programs that serve high needs children. Quality Awards are available to programs who reach levels 3,4, and 5 and have a minimum of 10% of their total enrollment in CCAP. A portion of Quality Award funds must be utilized for the costs associated with staff support, such as:

- Wage Enhancements: Funds may be used to supplement staff salaries. Grant funds are not intended to fund any salaries in full, and may not be used to supplement owner/operator income.
- Staff Bonuses: Funds may be used to provide bonuses to staff.
- Expanded Benefits: Funds may be used to offer, or to cover increased percentages of, staff benefit packages
- Expanded Staffing/Release Time: Funds may be used to support expanded staffing time needed to meet high quality standards. Examples include, but are not limited to, substitute pay, expanded hours for teaching assistants, out of classroom planning time for teachers, and participation in family engagement activities.

In addition, Quality Award funds not utilized for Staff Support may be utilized the following ways:

- Child Outcomes: Funds may be used for materials, tools and resources to support ongoing child assessment and developmental screening.
- Program/classroom materials: Examples of acceptable items include but are not limited to: developmentally appropriate materials, educational toys, and equipment to support learning and basic routines. All materials purchased must comply with licensing standards as established by the Rhode Island Department of Children, Youth, and Families.
- Curriculum: Examples of acceptable items include but are not limited to: curriculum guides, reference books, and other resources that supplement the curriculum.
- Observational Assessment resources: Examples of acceptable items include tools that help facilities document children's growth and development and increase staff ability to individualize programming for children. Facilities may also use funds to purchase tools and supporting materials for BrightStars assessments, including Environment Rating Scales (ERS) books and Classroom Assessment Scoring System (CLASS) guides.
- Family Engagement and Partnership: Funds may be used to support implementation of parenting support, parent education resources and training materials; program materials to create a welcoming environment for families; and educational gatherings/events for families.
- Staff Development: Funds may be used for staff professional development including but not limited to staff training and conferences. Note: funds may be used for registration/tuition/materials only, and may not be used for travel, hotel or related attendance expenses.
- Continuing Education/T.E.A.C.H.: Funds may be used towards credit-bearing coursework for staff. Facilities should first explore utilizing existing opportunities available through CCRI's Early Childhood Education &

Training Program, and RI's T.E.A.C.H. Scholarship Program. Funds may be utilized to cover the program and/or staff costs required through T.E.A.C.H.

Our aligned systems of support are regularly updated and communicated with providers through information sessions, websites, and mailings.

Historically BrightStars held both the rating and quality improvement role for Rhode Island. Beginning in 2014, the Professional Development/Technical Assistance Center (PD/TA Center) will focus on the I in QRIS. The PD/TA Center is the vehicle by which teachers and administrators develop skills and knowledge to reach the higher tiers of the BrightStars Quality Rating System and RIDE Program Approval. The PD/TA Center will also provide Program Quality Improvement Grants. In 2013, Rhode Island completed the procurement process to offer The Education Development Center the contract for Rhode Island's PD/TA Center.

EDC and its partner, Providence Plan, have a clear vision for the PD/TA Center in Rhode Island: As a result of the work of the PD/TA Center, Rhode Island's diverse early childhood workforce will experience state-of-the-art, research-informed services tailored to their unique PD and TA needs. Center services will positively impact early education and, in turn, improve outcomes for the State's youngest children. Its mission: The PD/TA Center's highly qualified and skilled staff and other professionals will work within the greater Rhode Island early education systems to provide all early childhood education programs and providers with access to a wide array of quality PD and TA services that support continuous quality improvement efforts at the individual and program levels.

Effective TA at the program level focuses on administration and program systems. In order for training and TA to take root, programs must look at their overarching systems to ensure that through written documentation, supervision, coaching, and more, that change is occurring at the program level so that staff receive the support they need to impact change in teaching practice. The Center's TA specialists will be adept at supporting program-level change that will, in turn, impact individual practice. They will become familiar with the organizational structure, identify change agents within the agency, and work with key stakeholders to assess program strengths and identify areas where the program needs to grow. Education leaders, in particular, will receive the support and guidance they need to mature in their role so they, in turn, can support practice change among teachers in individualized and in-depth ways.

The PD/TA Center obtained a purchase order in December 2013. EDC and Ready to Learn Providence are currently developing their work plan and will release an introductory letter to programs in February 2014 announcing access to Technical Assistance and Program Quality Improvement Grants beginning in March 2014.

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	69	64.0%	92	64.0%	161	64.0%	230	64.0%	731	100%
Early Head Start & Head Start ¹	515	20.0%	1,024	40.0%	1,535	60.0%	2,047	80.0%	2,559	100%
Programs funded by IDEA, Part C		0.0%		0.0%	0	0.0%	0	0.0%	0	0.0%
Programs funded by IDEA, Part B, section 619	0	0.0%	0	0.0%	1,053	50.0%	1,580	75.0%	2,106	100%
Programs funded under Title I of ESEA	0	0.0%	54	50.0%	108	100%	108	100%	108	100%
Programs receiving from CCDF funds	244	3.0%	476	6.0%	794	10.0%	1,588	20.0%	2,382	30.0%
Other 1	243	4.0%	333	6.0%	556	10.0%	1,111	20.0%	1,667	30.0%
Describe:	DCYF Licensed Child Care Centers									
Other 2	1	0.0%	24	1.0%	71	3.0%	119	5.0%	191	8.0%
Describe:	DCYF Licensed Family Child Care Homes									

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

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	69	69	64.0%	98		0.0%	156	73	46.8%
Specify:									
Early Head Start & Head Start ¹	2,559	515	20.0%	2,559	687	26.8%	2,046	759	37.1%
Programs funded by IDEA, Part C			0.0%			0.0%			0.0%
Programs funded by IDEA, Part B, section 619	2,106	0	0.0%	2,106	0	0.0%	2,166	0	0.0%
Programs funded under Title I of ESEA	108	0	0.0%	108	0	0.0%	79		0.0%
Programs receiving from CCDF funds	7,940	244	3.0%	7,940	563	7.1%	4,898	576	11.8%
Other 1	5,558	243	4.0%	5,558	550	9.9%	3,741	561	14.8%
Describe:	DCYF Licensed Child Care Centers								
Other 2	2,382	1	0.0%	2,382	13	0.1%	1,157	15	1.1%
Describe:	DCYF Licensed Family Child Care Homes								

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.

Programs funded under IDEA, Part C, do not participate in the TQRIS.

The number of children funded under Title I of ESEA is total number of children in the four targeted preschool programs.

High needs children in 2013 are identified in DCYF Licensed Child Care Centers and Family Child Care homes as children utilizing CCAP.

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.

As noted in the prior section, Rhode Island was focused on the alignment efforts and entry level participation in 2013. The targets set for (B)(4)(c)(2) were not met in 2013 due to 1) delays in contracting with the TQRIS vendor; 2) promulgation of the CCAP rules; 3) transition from 2009 standards to 2013 standards. Although the RFP for a vendor was posted in 2012, contract negotiations took six months. After signature, the contract required

further revision and negotiations with the vendor continued through most of 2013. In the spring of 2013, the BrightStars standards were revised and included in the CCAP rules as an addendum. The CCAP rules additionally included language requiring participation for all CCAP approved providers. In the summer of 2013, the Department of Human Services (DHS) revised the CCAP rules to require participation for all CCAP approved providers. These rules were promulgated in late October 2013. In October, BrightStars stopped accepting applications for six weeks while transitioning to the new standards.

Participation at the entry level is nearly 85% of all licensed programs. In 2014, the focus will be on moving programs to higher tiers. On April 1, starting stars will become one star programs unless the provider applies for a higher rating. Rhode Island is anticipating a significant number of applications for higher tiers in 2014 due to this rule. Our focus will shift in 2014 toward processing new applications and ensuring programs have access to resources and supports to move to the higher tiers. BrightStars Quality Rating System. Rhode Island will use a combination of incentives and technical assistance to ensure programs have the ability to move up the BrightStars Rating System.

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

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

In 2013, the RFP for the design of the validation study was completed. The evaluation will span from March of 2014 through December 2015. There are two components of the evaluation, focusing on the extent to which: 1) Rhode Island's Tiered Quality Rating and Improvement System (TQRIS) levels relate to increasing quality of early childhood programs; and 2) the quality of Rhode Island's Tiered Quality Rating and Improvement System (TQRIS) programs relates to child outcomes.

Rhode Island is currently reviewing the bidder's submissions and will select and negotiate a contract with the vendor in February 2014.

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

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

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

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that its Early Learning and Development Standards:

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

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

Rhode Island's Early Learning and Development Standards (RIELDS) were completed in 2013. The final standards were designed to be seen as credible and useful to early childhood experts, administrators, practitioners, and parents; that the expectations outlined in the standards are in line with those of state early childhood stakeholders; and, that the standards meet the commonly accepted criteria that define high-quality early learning and development standards. Every decision related to the standards document from the way it is organized, to the age benchmarks used, to the content of each developmental progression is grounded in a strong rationale based on research, best practices, expert opinion, and public input. These criteria include that the standards:

1. Address all domains of learning and development;
2. Avoid redundancy and focus only on essential aspects of development and learning;
3. Can be measured;
4. Are developmentally, linguistically and culturally appropriate for all children including children with disabilities;
5. Are research-based or otherwise grounded in a strong rationale for inclusion; and,
6. Are vertically integrated with K-12 standards.

These criteria are the benchmarks by which high-quality standards are measured. Domains represent the broad areas of early learning and development. The introduction to each domain provides an overview of the area, including why the domain is important, how the standards should be used with children with different needs, and a reminder that children will meet the expectations articulated in the standards at different rates. The standards are organized into the following domains: Physical Health and Motor Development, Social and Emotional Development, Language Development, Literacy, Cognitive Development, Mathematics, Science, Social Studies and Creative Arts. Components are specific areas within a domain. For example, the domain of Physical Health and Motor Development is divided into three components: Health and Safety Practices, Gross Motor Development, and Fine Motor Development. Learning goals are the general categories of competencies, behaviors, knowledge, and skills that children develop in increasing degrees and with increasing sophistication as they grow. For instance, a learning goal under Health and Safety Practices is that "Children engage in

structured and unstructured physical activity.” Indicators are the specific developmental benchmarks for the competencies, behaviors, knowledge, and skills that most children possess or exhibit at a particular age for each learning goal. Taken together, the indicators depict the progression of early learning and development over time. The Rhode Island's Early Learning and Development Standards include developmental benchmarks at the following ages: 9 months, 18 months, 24 months, 36 months, 48 months and 60 months.

The Rhode Island Department of Education (RIDE) was the lead agency on the development of the standards. RIDE formed a Core Project Management Team that was advised by the Early Learning and Development Standards Subcommittee of the Rhode Island Early Learning Council. The Core Team consisted primarily of state agency staff from RIDE, the Executive Office of Health and Human Services (EOHHS) and the Co-chair of the Early Learning and Development Standards Subcommittee. The Subcommittee consisted of staff from the RIDE and EOHHS; representatives of Rhode Island’s higher education, Head Start, child care, K-12, and disabilities communities; and, other early childhood stakeholders from around the state. As such, the Core Management Team and Subcommittee brought together the key state and stakeholder perspectives to ensure that the standards were developmentally appropriate and reflected the needs of all children, regardless of culture, language, disability, or education and care setting.

The standards were developed over a 10-month period from June of 2012 to March of 2013. A two-phase approach was created for developing the standards, each with a robust public input process. In late July of 2012, the state hosted two open forums and broadly disseminated a feedback survey to obtain public input on an initial outline of a "point of departure" standards document. The forums and the survey were designed to discuss key questions related to the organizational structure of the document, including the areas of development and learning that were addressed and the potential age categories to be used to define the expectations for each area of development and learning. In addition, the forums solicited initial feedback on the appropriateness of the expectations defined by the sample of expectations taken from other states and also sought comments on some initial introductory text that would accompany the document. Using the public input on the point of departure document, the Core Project Management Team met by phone with the consultant every two weeks from August until mid-September of 2012 to develop an initial draft of the Rhode Island standards.

In the last two weeks of September, the state hosted three public forums and six focus groups to solicit input on all aspects of the initial draft. The forums drew a diverse group of participants from Rhode Island’s early childhood stakeholder community including good representation from center-based and family child care providers. One forum was hosted in Spanish to ensure that input was received from that state’s Latino early childhood stakeholders. The input from the public forums was then used to complete a final first draft of the early learning and development standards. In the next phase of development, which began in December of 2012, an internationally known early childhood organization with experience working with other states was hired to subject the early learning and development standards to external validation. The goal of the validation was to ensure that the standards incorporated the latest research on early learning and development, and that they were appropriate, from a research perspective, for typically developing children, dual language learners, and children with disabilities. To accomplish this goal, a panel of national experts was assembled to review the document. The panel consisted of experts in the specific domains of development (e.g., mathematics, literacy, and executive function), as well as experts who work with specific populations of children (e.g., dual language learners and children with disabilities). In addition, the panel also included a nationally known early childhood expert who has advised multiple states on the development and implementation of their early learning standards.

A protocol was developed for each expert reviewer that included general questions about the document as well as specific questions that were relevant to each reviewer’s area of expertise. The general questions addressed

how well the standards covered all of the key areas of child development and learning and whether the expectations defined by the standards, as well as the introductory content, reflected best practices and the latest research in the field. The experts were also asked to address whether there was adequate depth and breadth of the learning goals and whether the standards sufficiently communicated the core knowledge about young children's development. Finally, the experts were asked about the age categories and whether an additional 24-month benchmark, which was not included in the first draft, should be part of the progressions.

The experts provided extensive feedback on the document, which was used to do a significant revision of the standards document late December of 2012 and early January of 2013. This revised draft was put out for an additional round of public input, with four public forums and six focus groups offered in late January. These forums and focus groups were well-attended by participants from all aspects of Rhode Island's stakeholder community. The input from these forums was used in the final revisions of the standards document. The final version of the Rhode Island Early Learning and Development Standards was published in May 2013. A technical paper describing the overall development process in detail and the rationale behind key decisions was also developed and made widely available.

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce and by offering resources and supports to families. Following the finalization of the Early Learning and Development Standards, RIDE began the process of revising its existing professional development supports and family-focused resources to reflect the new standards. The RIELDS trainings revisions were completed in August 2013 and the revised trainings were piloted in fall 2013. The revised trainings align with the nine new Early Learning and Development Standards developmental domains, and content of all training sessions will be expanded to include developmental knowledge of and recommended care-giving and teaching practices for infants and toddlers in addition to preschoolers.

The Rhode Island Early Learning Standards Project now provides four professional development opportunities to support early care and education professionals in creating high-quality standards based programs: Foundations for Rhode Island Early Learning Standards, Developing a Standards Based Classroom, Implementing a Standards Based Classroom, Implementing a Standards Based Program and Next Steps for Professional Development. Each are leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. Professional development participants work in small and large groups, share information, reflect on past and current practice and complete assignments that lead to improved early childhood programs and effective teacher practices. Additionally, in order to ensure that professional development participants receive exceptional training from experienced Early Learning Standards Certified Trainers, the Training of Trainers process was also revised to support the new training content.

Supports for families include Fun Family Activity Cards and Fun Family Activities Parent Training. Fun Family Activity Cards can be downloaded and provide family members with specific, play-based activities that can be used to support children's learning and development at home. Fun Family Activity Parent Trainings are based on the knowledge that parents have a critical role in supporting children's learning and development and preparing children for later school success. The content of the training builds upon information published within the Fun Family Activity cards and incorporated the latest research and best practice in both early childhood development and parenting. The trainings are built on the premise that children learn best through play and as a result the trainings are very interactive, hands on and play-based. Thus, participants engage in a variety of activities utilizing materials and resources that are low cost and accessible. Participants are then encouraged to replicate the activities with their own child when they return home. Participants also spend time individualizing their treasure boxes by creating additional activity cards that represent their own child's development, interests, and learning styles and reflect each family's unique culture. As a result of participation in this training, families:

discover new, enjoyable, and creative ways to support their child’s growth and development, learn specific ways to support their child in the nine areas of learning addressed in the RIELDS, create individualized Family Treasure Boxes with activities that reflect each family’s unique culture and values, strengthen connections with community organization and public institutions such as the public schools, libraries, parks and recreation facilities and more, and commit to ongoing involvement in their child’s education. In addition to revising and updating the Parent Training Content, the process to train community facilitators to conduct Fun Family Activities Parents Training was also revised.

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

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

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

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

Rhode Island has taken steps toward choosing assessment instruments and approaches appropriate for target populations and purposes. This includes working with representatives from the Rhode Island chapter of the American Academy of Pediatrics to increase the use of developmental screening instruments by primary care providers. HEALTH staff have participated in training to prepare them to support pediatric offices in Quality Improvement efforts, and contracted with a vendor to support practices in connecting families with evidence-based language and literacy and social-emotional resources. The vendor will also provide funding for pediatric offices to begin using an electronic screening tool that will communicate with their electronic health records and the Rhode Island's Health Department data system.

Rhode Island has made progress toward implementing appropriate approaches to screening Dual Language Learners, including providing training for screeners in the use of appropriate screening tools and practices. New protocols have been put into place to ensure appropriate screening and referral practices. An online data entry system has been developed to document the screening and referral process and will allow HEALTH to monitor the implementation of these practices

Rhode Island has also conducted a study to determine the most appropriate assessment tool(s) for Part C Early Intervention (EI) program to use in support of their formative assessment system. Training and technical assistance was provided to Early Intervention providers to support their use of a formative assessment tool. Results of this study are being used to develop a plan to ensure all EI providers implement an appropriate system of formative assessment in their home-visiting work. In addition, Rhode Island has begun work on aligning the assessment systems of the Part C Early Intervention program and the Part B Preschool Special

Education program. This alignment will result in similar policies and procedures around eligibility determination, formative assessment, federal reporting, and communication of assessment information.

Rhode Island has made progress toward strengthening Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in our Comprehensive Assessment System. Rhode Island has continued to promote the use of the formative assessment system, Teaching Strategies GOLD (TSG) by incentivizing private providers to begin using TSG at the State's subscription rate. Teachers and administrators have received training and ongoing technical assistance to guide them toward implementing the system reliably and using data to inform instruction and make decisions. In addition, the Rhode Island has developed professional development modules to support the workforce in their understanding of the Comprehensive Assessment System, including appropriate purposes and uses of different types of assessment, the importance of implementing assessments reliably, and interpreting and using data to inform instruction. The modules will be available for use in 2014 by all early childhood programs via the PD/TA Center, and is aligned with the Workforce Knowledge and Competencies Framework. Rhode Island will continue to use the ITERS, ECERS, and CLASS to evaluate early childhood environments and teacher child interactions at the upper tiers of the state's BrightStars Quality Rating and Improvement System. Plans to develop assessor reliability systems for both ERS and CLASS and to provide information to support stakeholder understanding of both tools will be developed and implemented in 2014.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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

Rhode Island's efforts to improve the knowledge and skills of the workforce revolve around a simple plan: define expectations using Workforce Knowledge and Competency Frameworks, require all professional development and formal education to be aligned to the Frameworks, and ensure that individuals have access to the aligned professional development and formal education along an aligned career pathway. Rhode Island's Workforce Knowledge and Competency (WKC) Frameworks for key roles in the early care and education field provide the foundation for a high quality professional development system and are based on research, theory, and best practice. Rhode Island's plan entails developing separate, but related sets of expectations, or frameworks, for the following key roles: Teachers and Early Intervention/Early Childhood Special Educators, Teacher Assistants, Family Child Care Educators, Professional Development Providers and Higher Education Faculty/Staff, and Program Administrators and Education Coordinators. In 2013, Rhode Island finalized three frameworks: Workforce Knowledge and Competencies for Teachers and Early Intervention/Early Childhood Special Educators, the Workforce Knowledge and Competencies for Teacher Assistants, and the Workforce Knowledge and Competencies for Family Child Care Educators. These frameworks articulate the essential skills and knowledge that educators who work with young children in Rhode Island need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: supporting an educator's individual professional development efforts, helping program administrators' articulate teacher job expectations and design evaluation processes for staff and guiding higher education and professional development providers on the creation of curricula for college courses and teacher training offered in the community.

Rhode Island's knowledge and competencies are organized into six domains. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. The competencies are worded so they can be measured or demonstrated. These domains include: Physical and Mental Health, Safety, and Wellness, Family Engagement, Development and Learning, Curriculum, Assessment, and Professionalism. In addition, the core knowledge and competencies were aligned with a career pathway for each role. The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. Educators progress from one level to another through a combination of formal study, experience, and professional development. Each set of WKC's articulate a pathway specific to the

educator's role. The work to complete the WKC's for Professional Development Providers and Higher Education Faculty/Staff was started in late 2013 and will finish in 2014. The final framework for Program Administrators and Education Coordinators will also be completed in 2014.

Progress has also been made in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with Rhode Island's Workforce Knowledge and Competency Frameworks. Rhode Island's two Institutions of Higher Education (IHE) which provide Bachelor's programs for early childhood educators began the process to align to the WKC framework for Teachers in 2013. The University of Rhode Island (URI) and Rhode Island College (RIC) worked in conjunction with RIDE to determine a process for determining course alignment to the Workforce Knowledge and Competencies and completed the self-assessment of the alignment. The process included a review of current course offerings against an agreed upon matrix and the development of a plan for improving alignment. Both IHEs submitted reports of the findings and their plans. Throughout the remainder of 2013, URI and RIC began to implement their respective plans to complete the coursework alignment. The Community College of Rhode Island (CCRI) will complete the alignment process through its NAEYC Accreditation Self-Study. In 2013, CCRI faculty and stakeholders began the Self Study process which consisted of receiving an overview of the NAEYC Accreditation Process and developing Work Teams to engage in multiple aspects of Self Study work. In 2013, these Work Teams focused on two key components of accreditation: Program Context and Key Learning Opportunities & Assessments. Additionally, CCRI faculty participated in Technical Assistance Initiatives provided by NAEYC staff which will augment the accreditation process.

Additionally, in 2013, with funding from the RI Early Learning Council, the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley conducted their Higher Education Inventory in Rhode Island. The CSCCE used the Inventory to investigate early childhood higher education opportunities available to the state's early learning workforce. The Inventory resulted in descriptions of the early childhood degree programs offered in the state, focusing on variation in program content, age group focus, student field-based learning, and faculty characteristics. This information was used to identify gaps and opportunities in the available offerings, and to assess the capacity of the higher education system over time. Each of the four colleges offering early childhood degrees in Rhode Island agreed to participate in the Inventory. Among them, these four colleges offered one associate degree, four bachelor's degree and two master's degree programs, and data were collected from all seven degree programs. The findings from the Higher Education Inventory included five related recommendations 1) Efforts should be made to expand the focus of early childhood higher education degree program content to include a greater emphasis on infant and toddlers, particularly at the associate and bachelor's degree levels. All degree programs might consider hiring additional faculty who have this content expertise and have previous experience with this age group and content, and/or providing relevant professional development for current faculty. 2) Efforts should be made to improve student field experiences by establishing rigorous criteria for selecting field sites. In addition, higher education degree programs should engage with potential clinical sites in the community to expand and strengthen field placement experiences, with particular attention to increasing the availability of experiences with infants and toddlers, and designing experiences to reflect the varied needs of the student population 3) Efforts should be made to expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty. 4) Targeted professional development should be made available, to strengthen the capacity of existing faculty to meet the needs of a diverse student body and to develop curricula that reflect evolving teaching and learning modalities for adult learners and children. 5) Engaging early childhood degree programs in discussions of strategies and needed supports to align course content with the Rhode Island Workforce Knowledge and Competencies for Early Educators would facilitate consistency across

degree programs, and between the teacher educator community and the greater early childhood field, both of which seek to improve teacher practice.

The Higher Education Inventory findings precipitated an amendment to the state’s RTT-ELC plan to provide resources via competitive bid to one of Rhode Island's Institutes of Higher Education (IHE) or to a partnership among IHEs to support the creation of a Center for Early Childhood Teaching and Learning. An RFP was created for IHE to address providing greater access and support to the current workforce to move forward on the career pathway and to access bachelor’s degree programs aligned with the Workforce Knowledge and Competency Framework for Teachers. In addition, the proposed Center(s) would address gaps found through the Center for the Study for Child Care Employment’s Early Childhood Higher Education Inventory, including: requiring the center to offer coursework pertaining to infants/toddlers, addressing pedagogy for dual language learners, and offering high-quality field experiences. The bids for this competitive process closed in January 2014.

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>	
<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.

Rhode Island supports early childhood educators in improving their knowledge, skills and abilities through a variety of strategies, including access to high-quality professional development and access to formal education credentials. A variety of professional development opportunities were offered in 2013 while Rhode Island worked on its RFP for a new Professional Development/Technical Assistance Center (PDTA Center). Rhode Island extended the existing professional development contract with the Rhode Island Association for the Education of Young Children (RIAEYC) to continue offering professional development aligned with the Workforce Knowledge and Competencies. The aligned professional development included opportunities in each domain of the WKC: Health and Safety, Family Engagement, Development and Learning, Curriculum, Observation and Assessment and Professionalism.

Rhode Island's Early Learning and Development Standards (RIELDS) project continued to provide professional development supporting the use of early learning and development standards both under its original supports and then in a revised version once the new Early Learning and Development Standards were finalized and the trainings had been revised. This resulted in a total of 365 trained, 222 under the RIELS standards and 149 under the new RIELDS standards.

The Rhode Island Department of Education also revised and implemented its professional development focused on supporting the use of formative assessment. This support was provided in combination with professional development supporting the use of Teaching Strategies GOLD for early childhood special education programs and state-funded Pre-K classrooms. A total of 100 participated in TSG training. Additionally, RIDE began working with the Education Development Center, Inc. to develop professional development modules focused on child assessment. These modules will be available to the field in early 2014. The Rhode Island Department of Education also expanded its existing technical assistance initiative to provide TA to over 116 individuals.

The process to obtain a vendor for the new statewide PDTA Center concluded in 2013. In December, Rhode Island announced that the Education Development Center, Inc., with a subcontract to The Providence Plan, would open a new PDTA Center in early 2014 to ensure access to high quality professional development aligned with applicable Workforce Knowledge and Competency Frameworks. The PDTA Center began work immediately and will finalize its work plan in the first quarter of 2014.

For educators seeking to increase their formal education credentials, Rhode Island provided funding for college courses for each level of its career pathway. At the first level of the career pathway for Teachers, 12 college credits in early childhood education are required. To support access to this, Rhode Island expanded an existing initiative offered at all three campuses of the Community College of Rhode Island (CCRI). This program is designed as a cohort model for educators currently working a minimum of twenty hours per week in early childhood program. In 2013, 197 students participated in the Level 1 pathway. At this time, only the field placement courses are aligned to the WKC, therefore only 112 of CCRI's students were counted in data table D(2)d(1). This initiative also includes an option to take up to an additional six credits in either Math or Writing in order to further support educators who wish to continue on to study for either their A.A. or B.A. degree through CCDF funding.

For educators ready for admission to an A.A. or B.A./B.S teacher preparation program, T.E.A.C.H. scholarships are available to students working 30 or more hours per week in an early childhood program. These scholarships require sponsorship from the center by which the educator is employed. Thirty-four early childhood educators received T.E.A.C.H. scholarships in 2013 for the A.A. in Early Childhood Education from the Community College of Rhode Island. Educators wishing to obtain a B.S. in Early Childhood Education at RI College (resulting in

eligibility for Pre-K-2 Teacher Certification) or B.S. in Human Development and Family Studies (currently the most appropriate tract for Infant/Toddler Teachers), may also access T.E.A.C.H. scholarships. In 2013, 50 early childhood educators received T.E.A.C.H. scholarships; 34 for the A.A. Program at CCRI and 16 for the B.S. in Early Childhood Education at RI College. Additionally, T.E.A.C.H. provides access to additional supports as needed or identified by the cohort. For example, T.E.A.C.H. offered preparation for Praxis testing which is required for entry into approved B.S. teacher preparation programs.

One of the ways Rhode Island is addressing wage and compensation issues for the workforce is by investing in the T.E.A.C.H. model. T.E.A.C.H. requires a financial contribution by the center that employs the T.E.A.C.H. scholar. The employer must provide release time and increased compensation for program participants as they complete each scholarship term. To offset the cost to programs, Program Quality Improvement Grants may be applied to the supports required to sponsor a T.E.A.C.H. scholar. Additionally, compensation and wage supplements were intentionally built into the Quality Awards offered to programs rated at the 3, 4, and 5 level of the BrightStars TQRIS. The Memorandum of Agreement between DHS and the programs participating in the Quality Awards requires that a portion of the award be used to increase compensation and supports to providers to reach higher credentials.

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

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

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

	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of "aligned" institutions and providers	0	2	5	8	11	2	6
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider		1,000	1,500	2,000	2,500	621	1,569

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

These numbers are not unduplicated. In 2012 and 2013, the data collected is on the number of students completing each individual opportunity, therefore may be duplicative if one student completed multiple professional development opportunities.

In Year 1, the two aligned providers were RIAEYC and RIDE. RIAEYC provided professional development through an existing contract with DHS using CCDF funds and additional funds added from RTT-ELC. It was required that these opportunities be aligned to the Workforce Knowledge and Competencies. RIDE continued to provide professional development in the Early Learning Standards, also aligned with the WKC's for teachers and teacher assistants.

In Year 2, RIAEYC and RIDE continued to offer the professional development opportunities in 2012. RIAEYC continued to provide professional development through an extended contract, while the PDTA Center was in development. This resulted in 876 participants completing one or more trainings aligned to Rhode Island's Workforce Knowledge and Competencies.

RIELS: Training aligned to Rhode Island Early Learning Standards (Ages 3-5 only), 222 participants.

RIELDS: Training aligned to Rhode Island Early Learning and Development Standards (Birth-Five), 149 participants.

Technical Assistance aligned to WKC: RIDE CECE TA: 82 participants; RIDE PreK TA: 32 participants

RIDE TSG Training: 100 participants

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.

The number of aligned providers exceeded expectations in 2013. We anticipate meeting targets for next year as the Professional Development/Technical Assistance Center opens in early 2014. Additionally, the NAEYC accreditation process for CCRI will conclude and will add another aligned professional development opportunity.

Further, the completion of our workforce registry will aid in the collection of data on the total number of educators credentialed by the aligned system and will be reported as unduplicated.

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>									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1		0%		0%		0%		0%		0%
Specify:	12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.									
Credential Type 2		0%		0%		0%		0%		0%
Specify:	A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.									
Credential Type 3		0%		0%		0%		0%		0%
Specify:	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.									
Credential Type 4		0%		0%		0%		0%		0%
Specify:	Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.									

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>					
Progression: Low to High	Baseline		Year 1		Year 2	
	#	%	#	%	#	%
Credential Type 1		0%		0%		0%
Specify:	12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.					
Credential Type 2		0%		0%		0%
Specify:	A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.					
Credential Type 3		0%		0%		0%
Specify:	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.					
Credential Type 4		0%		0%		0%
Specify:	Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.					

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

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

Baseline data on the number of Early Childhood Educators in Rhode Island was not available at the time of application. In the application, the progression of credentials was defined as:

Level 1: 12 credit hours in Early Childhood Education (ECE) OR CDA plus 9 credit hours in Early Childhood Education (ECE).

Level 2: AA in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE).

Level 3: Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) OR RI Early Childhood Certification PK-2 (includes Bachelor's Degree).

Level 4: Master's Degree in Early Childhood Education OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE).

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.

Baseline data on the number of Early Childhood Educators in Rhode Island was not available at the time of application.

Rhode Island's plan to conduct a professional-workforce study in order to gather baseline data on the number of educators working in the field was completed in 2013. The Early Learning Workforce Study was commissioned by the Rhode Island Department of Human Services (DHS) in context of the larger effort of the Race to the Top-Early Learning Challenge (RTT-ELC). RTT-ELC aims to improve the quality of early learning programs and to close the existing achievement gaps for all Rhode Island children, especially for children with high needs. Rhode Island's RTT-ELC grant focuses on improving early learning and development outcomes for young children by supporting efforts to increase the number and percentage of children enrolled in high-quality early learning programs. In alignment with the goals of the RTT-ELC, DHS recognizes the importance of an early learning workforce that is knowledgeable, competent and appropriately credentialed. The charge of the Early Learning Workforce Study was to conduct an assessment of the individuals employed in the existing early learning workforce in Rhode Island by surveying directors and center staff in child care centers and family child care educators. The comprehensive report can be found at exceed.ri.gov.

Rhode Island set targets for 2014 and 2015 and will follow through on the following recommendations from the Early Learning Workforce Study. 1) Continue to track key variables over time through the Early Care and Education Data System/Workforce Registry. 2) Use the results of this study to inform ongoing data collection efforts.

Rhode Island will be creating a new, shared Early Learning Data System that will incorporate a workforce registry in 2014. Each educator will be assigned a unique identifier, and participation in the registry will be required. The workforce registry will begin tracking the demographic and educational data of the workforce as a whole, and the registry will enable Rhode Island to implement a credentialing system that will be based on the above career lattice.

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.

In the spring of 2013, the Department of Education contracted with the Education Development Center (EDC) to develop a baseline report of Kindergarten Entry Assessment practices nationally and in RI. EDC summarized and evaluated the current status of KEA systems being developed and implemented nationally and collaborated with State staff to develop and implement a survey of current kindergarten assessment practices in the state of Rhode Island. The final report was completed in August of 2013 and will be used to inform KEA implementation efforts. Also in 2013, the Rhode Island joined a multi-state consortium lead by North Carolina in applying for federal funds to support the development, pilot, and implementation of a comprehensive Kindergarten Entry Assessment. Rhode Island acted in an advisory capacity to assist the lead SEA responsible for writing and submitting the application. The application was awarded full funding, and Rhode Island participated in the early phases of developing the content and scope of work for the project. The consortium contracted with a vendor to align the Early Learning Standards of participating states, which will provide the foundation for developing the assessment. The development and piloting of assessment items will begin in 2014, and the full instrument will be piloted in participating states in the fall of 2015.

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

The work to develop a Kindergarten Entry Assessment is not scheduled to begin until 2014.

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.

Rhode Island has made progress in the development of the Early Care and Education Data System (ECEDS) in 2013. The ECEDS will serve multiple purposes, including; enabling uniform data collection, reducing duplicative data collection efforts between the participating state agencies and early childhood stakeholders; and collecting data to help the state answer key policy questions for the purpose of informing policy and programmatic decision making. The ECEDS as currently defined, includes or will include: a statewide child identifier to enable linkage between the Department of Health's public health database and the Department of Education's Statewide Longitudinal Data System; kindergarten entry assessment; a unique statewide workforce identifier; a unique program site identifier; child, family and workforce demographic information; data on the educator's educational attainment and credentials and professional development information; data on the program's structure, quality and applicable data reported as part of BrightStars, Rhode Island's Quality Rating and Improvement System, and child level participation and attendance data. The Data Core Team continues to meet regularly to discuss system requirements and discuss data needed to determine key policy questions. In addition, data staff participated in the other projects core teams to ensure the data system is aligned with key activities and that the data collected meets the data needs of individual agency and interagency groups to make key policy decisions. Reporting specifications have been identified and will be developed in 2014.

Completing interagency data sharing agreements was a priority in 2013. The initial plan was to develop a master data sharing agreement between all five participating state agencies. In late 2013, it was agreed by the Participating State Agencies that it would be more feasible and effective to develop individual Memorandums of Agreement between each Participating State Agency and RIDE. That work is currently underway.

The development of Business Requirements and Functional Specifications for the Program Domain were completed in the spring of 2013 and continue to be modified as the infrastructure of the system is built and undergoes Quality Assurance testing. The design of the common application, in conjunction with Project 3, has been a focus of the data system development in 2013. The common application will be used by programs as they move through the aligned continuum of program standards. Beginning with the DCYF renewal application for licensure, programs will enter the program portal, view pre-populated screens and update required demographic information. This includes functionality for programs to upload documents that are required across the aligned system, such as staffing patterns and staff credentials. The system is designed so that a program may click to include this general information for BrightStars or RIDE CECE Program Approval to avoid duplication and upload or enter additional information as required.

Additionally, the Business Requirements and Functional Specifications for the KIDSNET Child Outreach developmental screening component are complete and programming is underway. The system modifications include imports from CHADIS and Patient Tools, including the Survey of Wellbeing in Young Children (SWYC), and a KIDSNET-RIDE data exchange to the ECEDS.

The ECEDS as designed will include sections for Families, Programs, Workforce and Community Partners, as well as a login for agency use. The ECEDS creates a data warehouse for exchange between systems and the ECEDS is leveraging technology of data systems currently in use by Rhode Island and the vendors working on behalf of the State. All data systems are utilizing the CEDS model to ensure interoperability. In the first quarter of 2014, the ECEDS will roll out in stages to the ECE community.

Also in 2013, Rhode Island amended the scope of work to include modifications to the InRhodes system at DHS to support the payment of Quality Awards. An offline system was created by DHS in 2013 to meet the immediate goal of providing payments to providers. The work to include the Quality Award payments in the ECEDS will be revisited in 2014.

The initial work to define Data Governance for the ECEDS began in 2013. The data core team worked with Federal TA to understand and begin the dialog around data governance and to create an action plan. Implementing the developed action plan is a priority in 2014.

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	4,559	41.6%
Toddlers ages 1 through 2	9,497	41.6%
Preschoolers ages 3 to kindergarten entry	14,809	41.6%
Total number of children, birth to kindergarten entry, from low-income families	28,865	41.6%

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.

Estimated from U.S. Census data by multiplying the statewide percentage of children under age 6 living below 200% FPL (from the 2012 American Community Survey) by the total number of children in the state in each age group from the 2010 Census. Children ages 3 to 5 is used for children ages 3 to kindergarten entry. Separate breakdowns are not available for poverty levels for each of these age groups.

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	4,143	8.08%
Are English learners ²	4,513	8.8%
Reside on "Indian Lands"		
Are migrant ³		
Are homeless ⁴	1,277	2.49%
Are in foster care	597	1.16%

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.

Total number of children in the state, for purposes of calculating percentages, is the 2013 population of children under the age of 5, living in Rhode Island, as reported by HEALTH (n=51,251).

Children who have Developmental Delays or Disabilities is the number of children with an Individual Family Service Plan through a Rhode Island Early Intervention Provider IDEA Part C (n=1977) children plus the number of preschool children who received special education services under Part B, Section 619 of IDEA (n=2166) children.

Children who are English Language Learners is the number of children in KIDSNET under age 5 on September 1, 2013, who were born to a mother who did not speak English, as collected during universal newborn developmental screening at a Rhode Island hospital. This data is an undercount, as we do not collect this data point for children born outside of a Rhode Island hospital.

Children who are homeless is the total number of children in shelters includes all children who stayed at homeless shelters and domestic violence shelters in Rhode Island. Estimated number of homeless children by last permanent residence includes children under age 18 who stayed at emergency homeless shelters, domestic violence shelters and transitional housing facilities in Rhode Island with their families in 2012 as reported in the KIDSCOUNT Fact Book, April 2013. Original Source: Rhode Island Emergency Shelter Information Project, 2012.

Children who are in Foster Care include children in foster care, group homes/residential facilities, those residing in medical facilities and who are in shelter care in January 2013, as reported in the KIDS COUNT Fact Book, April 2013. Original Source: Rhode Island Department of Children, Youth and Families, Rhode Island Children’s Information System (RICHIST), January 2013.

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			156	156
Specify:				
Data Source and Year:	Rhode Island Department of Education, October 2013.			
Early Head Start & Head Start¹		233	2,046	2,046
Data Source and Year:	Center Based Early Head Start and Head Start slots as of October 2013.			
Programs funded by IDEA, Part C and Part B, section 619	307	1,670	2,166	4,143
Data Source and Year:	Executive Office of Health and Human Services, Rhode Island Department of Education, 2013			
Programs funded under Title I of ESEA	0	1	607	608
Data Source and Year:	CSPR, School Year 2011-2012			
Programs receiving funds from the State's CCDF program	1,831		3,245	5,076
Data Source and Year:				
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.

State Funded PreK: RI Department of Education, Pre-K Child Demographic Survey, 2013-2014.

Early Head Start/Head Start: Reported by center, the total reported is the number of slots in each center's physical location as of October 2013.

Programs funded under Title I of ESEA is the total served in Title I funded schools in the 2011-2012 academic year as reported in the Consolidated State Performance Report. 2012-2013 academic year is not yet reported.

Programs and services funded by IDEA Part C and Part B, Section 619: Part B total is 2166 and includes all children receiving services in 2013, reported by the Rhode Island Department of Education. Part C total is 1977. 2013 data not reported to federal government until April and may not exactly match IDEA federal report for Part C.

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	67	1	6	33	3	46	78
Specify:	RI Department of Education, Pre-K Child Demographic Survey, 2013-2014						
Early Head Start & Head Start ¹	840	23	80	339		431	1,347
Early Learning and Development Programs funded by IDEA, Part C	519	5	38	120	3	103	1,189
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program							
Other 1							
Describe:							
Other 2							
Describe:							

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 Pre School data from the RI Department of Education, Pre-K Child Demographic Survey, 2013-2014.

Head Start Data as reported in A(1)-3b does not include two additional categories: other, 498 children and unspecified race, 56 children. Data provided by the Department Human Services as stated in PIR State Report.

Race and Ethnicity data was not collected by the SEAs for IDEA Part B, or Title I under ESEA or CCDF at the State Level. Rhode Island will request from districts for future reporting for Title I ESEA. Additionally, as the Rhode Island collects data via the ECEDS, we will be able to report this information.

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

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

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
State-funded preschool	\$700,000	\$208,000	\$1,450,000	\$1,950,000	\$2,950,000
Specify:	GR Funds				
State contributions to IDEA, Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF²	\$9,292,000	\$9,631,000	\$9,621,000		
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
Other State contributions 1	\$0	\$125,000	\$125,000	\$125,000	\$125,000
Specify:	Head Start Collaboration				
Other State contributions 2		\$4,500,000	\$4,400,000	\$4,400,000	
Specify:	Child Welfare				
Other State contributions 3	\$0	\$250,000	\$100,000	\$50,000	\$0
Specify:	United Way of Rhode Island				
Other State contributions 4		\$225,000	\$0		
Specify:	Rhode Island Foundation				
Total State contributions:	\$11,592,000	\$16,539,000	\$17,296,000	\$8,125,000	\$4,675,000
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.

Funds listed in this table are aligned with goals of our Race to the Top - Early Learning Challenge State Plan and will help us achieve our outcomes.

State funding for Pre-K will be categorically allocated as part of Rhode Island's education funding formula pursuant to a ten year Pre-K expansion plan beginning in FY 2013. In FY 2012, bridge funding for the Pre-K classrooms was provided by a blend of state funding, Title 1 funding and private, philanthropic resources (United Way and Rhode Island Foundation) to cover six classrooms operating during the transition from the Pre-K Demonstration Project Phase funded by the R.I. Department of Education to Pre-K being funded through the new mechanism of the education funding formula.

State funding for Head Start expands access to Head Start programs for low-income families. Head Start Collaboration supports partnerships and collaboration among Head Start agencies and other state early learning and development programs.

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	81	110	156
Specify:			
Early Head Start and Head Start² <i>(funded enrollment)</i>	3,793	2,986	2,269
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	6,524	6,721	4,143
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>	581	647	608
Programs receiving CCDF funds <i>(average monthly served)</i>	8,407	8,623	5,076
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.

State Funded Pre-K: RI Department of Education State Pre-K enrollment data (2011 – 2012, 2012 – 2013, 2013 – 2014)

CSPR Title I Participation is reported by school year. Baseline is academic year 2009-2010, Year 1 '10-11 and Year 2 '11-12.

Early Head Start/Head Start: Reported by center, the total reported is the number of slots in each center's physical location as of October 1, 2011, 2012 and 2013.

Programs receiving CCDF dollars in Baseline and Year 1 included school age children. In 2013, Rhode Island is reporting children using CCDF dollars ages birth-five. The age breakdown is Infant/Toddler, Preschool and School Age. The number reported in the infant column includes toddlers.

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.

Below is the outline of Rhode Island's Early Learning and Development Standards:

Physical Health and Motor Development (PH)

PH 1: Health and Safety Practices

PH 1.a: Children engage in structured and unstructured physical activity.

PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

PH 1.c: Children develop self-help skills.

PH 2: Gross Motor Development

PH 2.a: Children develop large-muscle control, strength, and coordination.

PH 2.b: Children develop traveling skills.

PH 3: Fine Motor Development

PH 3.a: Children develop small-muscle control, strength, and coordination.

PH 3.b: Children develop writing and drawing skills.

Social and Emotional Development (SE)

SE 1: Relationships with Others

SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

SE 1.b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SE 2.b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

SE 3.a: Children develop the ability to express and regulate their own emotions.

SE 3.b: Children develop the ability to control impulses.

Language Development (LD)

LD 1: Receptive Language

LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

LD 3: Pragmatics

LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.

LD 4: Language Development of Dual Language Learners

LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.

LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.

Literacy (L)

L 1: Phonological Awareness

L 1.a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

L 2.a: Children recognize and identify letters and make letter-sound connections.

L 3: Print Knowledge

L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

L 4: Comprehension and Interest

L 4.a: Children show interest in and an understanding of a variety of literacy experiences.

L 5: Literacy Development for Dual Language Learners

L 5.a: Children become increasingly engaged in literacy experiences in English.

L 6: Emergent Writing

L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.

Cognitive Development (CD)

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 2: Memory and Working Memory

CD 2.a Children hold information in their mind and manipulate it to perform tasks.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

Mathematics (M)

M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

M 4: Measurement, Comparison, and Ordering

M 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

M 5: Geometry and Spatial Sense

M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

Science (S)

S 1: Scientific Inquiry and Application

S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

S 2: Knowledge of Science Concepts

S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.

Social Studies (SS)

SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

SS 2: Self, History, and Geography

SS 2.a: Children understand the concepts of time (past, present, and future) and place.

Creative Arts (CA)

CA 1: Experimentation and Participation in the Creative Arts

CA 1.a: Children gain an appreciation for and participate in the creative arts.

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	✓	✓	✓	✓	
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.

In 2012, State Funded Pre-K utilized PRISM and CASEBA. Those assessments were discontinued in 2013. State Funded Pre-K utilizes the following elements of a Comprehensive Assessment System: Screening Measures, Teaching Strategies Gold, ECERS and CLASS.

IDEA Part B, Section 619 utilized screening measures and Teaching Strategies Gold.

Programs accepting the Child Care Assistance Program (CCAP) funded through CCDF, were required to participate in BrightStars, Rhode Island's Program Quality and Improvement Rating System in 2013. Each of the elements of a Comprehensive Assessment System are included in the BrightStars TQRIS, dependent upon the program's star level. Screening measures are required in all tiers. Formative Assessments are required at star level 4 and 5. ECERS, ITERS or FCCRS, dependent on type of program are required at star level 3, 4 and 5. Additionally CLASS is required for preschool programs at star level 5.

DCYF Regulations for Licensure require staff work collaboratively with local school districts to ensure that all children have the opportunity to participate in Child Outreach screening.

Budget and Expenditure Tables

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

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

Budget Summary Table

Budget Summary Table			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$427,597.88	\$1,472,140.53	\$1,899,738.41
2. Fringe Benefits	\$217,166.89	\$774,770.40	\$991,937.29
3. Travel	\$323.01	\$3,194.48	\$3,517.49
4. Equipment	\$6,616.69	\$30,268.98	\$36,885.67
5. Supplies	\$153.32	\$24,290.68	\$24,444.00
6. Contractual	\$40,060.00	\$1,408,852.45	\$1,448,912.45
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$280.62	\$23,843.52	\$24,124.14
9. Total Direct Costs (add lines 1-8)	\$692,198.41	\$3,737,361.04	\$4,429,559.45
10. Indirect Costs	\$9,413.96	\$225,452.41	\$234,866.37
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$206,874.33	\$206,874.33
12. Funds set aside for participation in grantee technical assistance	\$17,825.42	\$7,837.86	\$25,663.28
13. Total Grant Funds Requested (add lines 9-12)	\$719,437.79	\$4,177,525.64	\$4,896,963.43
14. Funds from other sources used to support the State Plan	\$62,557,593.78	\$59,311,485.92	\$121,869,079.70
15. Total Statewide Budget (add lines 13-14)	\$63,277,031.57	\$63,489,011.56	\$126,766,043.13

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for the grant years.

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

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

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

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

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

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

Budget Summary Table Narrative

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

Overall, the 2013 actual expenditures were lower than the anticipated amount largely due to delays in the contracting processes to identify vendors for the BrightStars TQRIS contract and the PDTO Center contract. Additionally, the LOI for primary care practices to provide evidence-based interventions had to be re-posted twice in order to secure a bid from an appropriate vendor. In total, these delays account for \$4,149,797 less in anticipated spending versus actual spending. In addition to these major delays, expenditures for each project were impacted as follows:

Project 1: Grant Management

The discrepancy between the stated and actual costs under "Grant Management" was due to personnel, contractual, and indirect costs. The Grant Officer position was vacated in May 2013 and the new officer was not appointed until August. The Executive Staff Assistant position was vacant between August and December 2013. Amendment 1 included resources to seek communications expertise. Though the contracting process was started in FY 13, the timeline for finalizing the contract conflicted with the end of the state fiscal year and necessitated a delayed start to the work in order to align with the start of state fiscal year 14. Lastly, the actual amount expended in the technical assistance set aside was less than anticipated, as the state worked with the ELCTA to acquire the technical assistance it required.

Project 2: Improving the Quality of Early Learning Programs

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process for the PDTO Center which resulted in a delay in providing program improvement grants and technical assistance to programs. To address this, an interim plan that was in place to provide program improvement grants and technical assistance was extended. Under this interim plan, 116 participants received a year of technical assistance, which concluded in June of 2013 and 93 interim program quality improvement grants were awarded. However, a number of programs did not submit completed paperwork within this calendar year, thus, causing delays in the distribution of the grants and the drawdown of funds. The grants to support two Pre-K classrooms were implemented on schedule, however, those grants follow the state fiscal year and so the remaining funds will be expended in grant year 2014. Finally, the distribution of Quality Awards to programs participating in the Child Care Assistance Program with a rating of 3 or above in BrightStars was delayed by five months and there were fewer requests for reimbursement from eligible programs than anticipated.

Project 3: Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process to identify the vendor for BrightStars TQRIS. The purchase order with the selected vendor, Rhode Island Association for the Education of Young Children (RIAEYC), was delayed for six months during the negotiations process. This then delayed contracting to provide reliability training for assessors in ERS and CLASS. Additionally, there were personnel expenditures that were less than anticipated. The Education Specialist for Program Approvals position at RIDE was vacated in September 2013 and the new staff person will begin in February 2014.

Project 4: Using Early Learning Standards

The discrepancy between the stated and actual costs was due to the delay in obtaining a new fiscal year purchase order with the vendor for the Fun Family Activities initiative, RI Parent Information Network. This was due to a leadership change within that organization.

Project 5: Developing and Supporting Effective Early Childhood Assessment

The discrepancy between the stated and actual costs in this project was due to contractual expenses which were less than expected. The contracts for implementing TS GOLD in Early Intervention programs were delayed. Contract expenses will be paid in 2014. Additionally, the LOI to implement evidence based practices in primary care offices was posted twice with no responses. A third posting resulted in a response and the contract was issued in January 2014. Lastly, the scope of work has changed for the Kindergarten Entry Assessment work due to the state's participation in a multi-state consortium awarded an Enhanced Assessment Grant to design a KEA. Currently, the budget provides for a contract for national experts to identify KEAs aligned with Rhode Island's Early Learning and Development Standards. As the consortium work develops in 2014, RI will identify a revised scope of work and budget.

Project 6: Building an Early Learning Data System

The variances from "Building an Early Learning Data System" were mostly from the contractual and equipment budgets. Since RI has the current hardware and software needed for current activities, decision was made to postpone purchasing hardware, storage and software to year 4 to avoid obsolete technology. Amendment 4.6 added a contract staff to supplement the existing staff to enhance planned functionality and support additional operational efficiencies not originally defined in the SOW; Specifically, to focus on file creation and delivery processes to enhance some of the manual processes now in place at various state agencies.

An unresponsive bid from the proposed data scan project resulted in discussions on how to repurpose those funds. A plan will be forthcoming in 2014.

Project 7: Improving the Knowledge and Competencies of the Workforce

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process for the PDTA Center which resulted in a delay in providing professional development to programs. The contract was finalized in December of 2013 and work began in January 2014. Additionally, recruitment for the T.E.A.C.H scholarship program was less robust than anticipated which impacted actual funds issued for scholarships. These recruitment challenges indicated a clear need for programmatic changes in formal education programs at both the AA and BA levels. Finally, RI received our official letter of approval for Amendment 5 in January 2014, which included \$2M to fund a Center for Teaching and Learning(s) to address the formal education needs of the existing workforce. The contracting process for this work is proceeding as scheduled; however, expenditures will not be seen until 2014. State procurement processes require the full funding amount be included in the agency budget for the fiscal year the RFP is issued. Thus, the full \$2M was included in the 2013 budget even though actual expenditures will not be realized until contracting is concluded in early 2014.

Budget Summary Table Explanation of Changes

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

Rhode Island does not anticipate any substantive changes in 2014.

Budget Table: Project 1 – Grant Management

Budget Table: Project 1			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$164,527.92	\$367,553.20	\$532,081.12
2. Fringe Benefits	\$83,545.78	\$188,037.82	\$271,583.60
3. Travel	\$153.18	\$1,053.03	\$1,206.21
4. Equipment	\$2,744.88	\$20.38	\$2,765.26
5. Supplies	\$153.32	\$10,105.62	\$10,258.94
6. Contractual	\$0.00	\$47,518.86	\$47,518.86
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$265.27	\$3,278.47	\$3,543.74
9. Total Direct Costs (add lines 1-8)	\$251,390.35	\$617,567.38	\$868,957.73
10. Indirect Costs	\$1,438.12	\$25,333.49	\$26,771.61
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$17,825.42	\$7,837.86	\$25,663.28
13. Total Grant Funds Requested (add lines 9-12)	\$270,653.89	\$650,738.73	\$921,392.62
14. Funds from other sources used to support the State Plan	\$60,124.00	\$45,061.49	\$105,185.49
15. Total Statewide Budget (add lines 13-14)	\$330,777.89	\$695,800.22	\$1,026,578.11

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

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

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

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

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

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

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

Project 1 Budget Table Narrative

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

The discrepancy between the stated and actual costs under "Grant Management" was due to personnel, contractual, and indirect costs. The Grant Officer position was vacated in May 2013 and the new officer was not appointed until August. The Executive Staff Assistant position was vacant between August and December 2013. Amendment 1 included resources to seek communications expertise. Though the contracting process was started in FY 13, the timeline for finalizing the contract conflicted with the end of the state fiscal year and necessitated a delayed start to the work in order to align with the start of state fiscal year 14. Lastly, the actual amount expended in the technical assistance set aside was less than anticipated, as the state worked with the ELCTA to acquire the technical assistance it required.

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.

Rhode Island does not anticipate any substantive changes for Project 1 in 2014.

Budget Table: Project 2 – Improving the Quality of Early Learning Programs

Budget Table: Project 2			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$5,581.83	\$48,021.28	\$53,603.11
2. Fringe Benefits	\$2,348.33	\$26,994.30	\$29,342.63
3. Travel	\$33.02	\$0.00	\$33.02
4. Equipment	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$253.09	\$253.09
9. Total Direct Costs (add lines 1-8)	\$7,963.18	\$75,268.67	\$83,231.85
10. Indirect Costs	\$0.00	\$24,938.33	\$24,938.33
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$206,874.33	\$206,874.33
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$7,963.18	\$307,081.33	\$315,044.51
14. Funds from other sources used to support the State Plan	\$49,599,450.14	\$49,613,423.33	\$99,212,873.47
15. Total Statewide Budget (add lines 13-14)	\$49,607,413.32	\$49,920,504.66	\$99,527,917.98

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

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

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

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

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

Project 2 Budget Table Narrative

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

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process for the PDTA Center which resulted in a delay in providing program improvement grants and technical assistance to programs. To address this, an interim plan that was in place to provide program improvement grants and technical assistance was extended. Under this interim plan, 116 participants received a year of technical assistance, which concluded in June of 2013 and 93 interim program quality improvement grants were awarded. However, a number of programs did not submit completed paperwork within this calendar year, thus, causing delays in the distribution of the grants and the drawdown of funds. The grants to support two Pre-K classrooms were implemented on schedule, however, those grants follow the state fiscal year and so the remaining funds will be expended in grant year 2014. Finally, the distribution of Quality Awards to programs participating in the Child Care Assistance Program with a rating of 3 or above in BrightStars was delayed by five months and there were fewer requests for reimbursement from eligible programs than anticipated.

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.

Rhode Island does not anticipate any substantive changes for Project 2 in 2014.

Budget Table: Project 3 – Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs

Budget Table: Project 3			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$69,041.30	\$194,592.55	\$263,633.85
2. Fringe Benefits	\$32,946.44	\$105,840.80	\$138,787.24
3. Travel	\$0.00	\$0.00	\$0.00
4. Equipment	\$1,273.38	\$11,237.37	\$12,510.75
5. Supplies	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$21,291.75	\$21,291.75
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$351.24	\$351.24
9. Total Direct Costs (add lines 1-8)	\$103,261.12	\$333,313.71	\$436,574.83
10. Indirect Costs	\$345.69	\$27,675.71	\$28,021.40
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$103,606.81	\$360,989.42	\$464,596.23
14. Funds from other sources used to support the State Plan	\$5,138,591.98	\$6,685,634.35	\$11,824,226.33
15. Total Statewide Budget (add lines 13-14)	\$5,242,198.79	\$7,046,623.77	\$12,288,822.56

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

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

Project 3 Budget Table Narrative

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

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process to identify the vendor for BrightStars TQRIS. The purchase order with the selected vendor, Rhode Island Association for the Education of Young Children (RIAEYC), was delayed for six months during the negotiations process. This then delayed contracting to provide reliability training for assessors in ERS and CLASS. Additionally, there were personnel expenditures that were less than anticipated. The Education Specialist for Program Approvals position at RIDE was vacated in September 2013 and the new staff person will begin in February 2014.

Project 3 Budget Table Explanation of Changes

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

Rhode Island does not anticipate any substantive changes for Project 3 in 2014.

Budget Table: Project 4 – Using Early Learning and Development Standards

Budget Table: Project 4			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$29,615.40	\$39,981.30	\$69,596.70
2. Fringe Benefits	\$18,324.44	\$16,965.78	\$35,290.22
3. Travel	\$0.00	\$309.63	\$309.63
4. Equipment	\$839.30	\$4,489.85	\$5,329.15
5. Supplies	\$0.00	\$170.94	\$170.94
6. Contractual	\$40,060.00	\$585,610.22	\$625,670.22
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$4,285.51	\$4,285.51
9. Total Direct Costs (add lines 1-8)	\$88,839.14	\$651,813.23	\$740,652.37
10. Indirect Costs	\$590.76	\$20,537.45	\$21,128.21
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$89,429.90	\$672,350.68	\$761,780.58
14. Funds from other sources used to support the State Plan	\$435,800.72	\$462,874.00	\$898,674.72
15. Total Statewide Budget (add lines 13-14)	\$525,230.62	\$1,135,224.68	\$1,660,455.30

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

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

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

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

Project 4 Budget Table Narrative

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

The discrepancy between the stated and actual costs was due to the delay in obtaining a new fiscal year purchase order with the vendor for the Fun Family Activities initiative, RI Parent Information Network. This was due to a leadership change within that organization.

Project 4 Budget Table Explanation of Changes

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

Rhode Island does not anticipate any substantive changes for Project 4 in 2014.

Budget Table: Project 5 – Developing and Supporting Effective Early Childhood Assessment

Budget Table: Project 5			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$63,279.74	\$181,665.70	\$244,945.44
2. Fringe Benefits	\$33,338.55	\$100,055.40	\$133,393.95
3. Travel	\$0.00	\$405.61	\$405.61
4. Equipment	\$827.45	\$913.85	\$1,741.30
5. Supplies	\$0.00	\$13,168.34	\$13,168.34
6. Contractual	\$0.00	\$7,922.34	\$7,922.34
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$9.21	\$11,694.05	\$11,703.26
9. Total Direct Costs (add lines 1-8)	\$97,454.95	\$315,825.29	\$413,280.24
10. Indirect Costs	\$4,072.99	\$32,710.33	\$36,783.32
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$101,527.94	\$348,535.62	\$450,063.56
14. Funds from other sources used to support the State Plan	\$147,551.00	\$209,362.00	\$356,913.00
15. Total Statewide Budget (add lines 13-14)	\$249,078.94	\$557,897.62	\$806,976.56

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for the grant years.

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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.

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

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

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

Project 5 Budget Table Narrative

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

The discrepancy between the stated and actual costs in this project was due to contractual expenses which were less than expected. The contracts for implementing TS GOLD in Early Intervention programs were delayed. Contract expenses will be paid in 2014. Additionally, the LOI to implement evidence based practices in primary care offices was posted twice with no responses. A third posting resulted in a response and the contract was issued in January 2014. Lastly, the scope of work has changed for the Kindergarten Entry Assessment work due to the state's participation in a multi-state consortium awarded an Enhanced Assessment Grant to design a KEA. Currently, the budget provides for a contract for national experts to identify KEAs aligned with Rhode Island's Early Learning and Development Standards. As the consortium work develops in 2014, RI will identify a revised scope of work and budget.

Project 5 Budget Table Explanation of Changes

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

Rhode Island does not anticipate any substantive changes for Project 5 in 2014.

Budget Table: Project 6 – Developing and Supporting Effective Early Childhood Assessment

Budget Table: Project 6			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$78,806.21	\$528,582.16	\$607,388.37
2. Fringe Benefits	\$39,618.36	\$283,820.13	\$323,438.49
3. Travel	\$37.74	\$87.71	\$125.45
4. Equipment	\$931.68	\$7,243.81	\$8,175.49
5. Supplies	\$0.00	\$160.00	\$160.00
6. Contractual	\$0.00	\$32,062.73	\$32,062.73
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$6.14	\$3,596.22	\$3,602.36
9. Total Direct Costs (add lines 1-8)	\$119,400.13	\$855,552.76	\$974,952.89
10. Indirect Costs	\$2,966.40	\$51,715.25	\$54,681.65
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$122,366.53	\$907,268.01	\$1,029,634.54
14. Funds from other sources used to support the State Plan	\$6,167,824.94	\$1,210,256.62	\$7,378,081.56
15. Total Statewide Budget (add lines 13-14)	\$6,290,191.47	\$2,117,524.63	\$8,407,716.10

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for the grant years.

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

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

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

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

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

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

Project 6 Budget Table Narrative

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

The variances from "Building an Early Learning Data System" were mostly from the contractual and equipment budgets. Since RI has the current hardware and software needed for current activities, decision was made to postpone purchasing hardware, storage and software to year 4 to avoid obsolete technology. Amendment 4.6 added a contract staff to supplement the existing staff to enhance planned functionality and support additional operational efficiencies not originally defined in the SOW; Specifically, to focus on file creation and delivery processes to enhance some of the manual processes now in place at various state agencies.

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.

An unresponsive bid from the proposed data scan project resulted in discussions on how to repurpose those funds. A plan will be forthcoming in 2014.

Budget Table: Project 7 – Improving the Knowledge and Competencies of the Early Learning Workforce

Budget Table: Project 7			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	\$16,745.48	\$111,744.34	\$128,489.82
2. Fringe Benefits	\$7,044.99	\$53,056.17	\$60,101.16
3. Travel	\$99.07	\$1,338.50	\$1,437.57
4. Equipment	\$0.00	\$6,363.72	\$6,363.72
5. Supplies	\$0.00	\$685.78	\$685.78
6. Contractual	\$0.00	\$714,446.55	\$714,446.55
7. Training Stipends	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$384.94	\$384.94
9. Total Direct Costs (add lines 1-8)	\$23,889.54	\$888,020.00	\$911,909.54
10. Indirect Costs	\$0.00	\$42,541.85	\$42,541.85
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$23,889.54	\$930,561.85	\$954,451.39
14. Funds from other sources used to support the State Plan	\$1,008,251.00	\$1,084,874.13	\$2,093,125.13
15. Total Statewide Budget (add lines 13-14)	\$1,032,140.54	\$2,015,435.98	\$3,047,576.52

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for the grant years.

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

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

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

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

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

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

Project 7 Budget Table Narrative

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

The discrepancy between the stated and actual costs in this project was largely due to the delay in the contracting process for the PDTA Center which resulted in a delay in providing professional development to programs. The contract was finalized in December of 2013 and work began in January 2014. Additionally, recruitment for the T.E.A.C.H scholarship program was less robust than anticipated which impacted actual funds issued for scholarships. These recruitment challenges indicated a clear need for programmatic changes in formal education programs at both the AA and BA levels. Finally, RI received our official letter of approval for Amendment 5 in January 2014, which included \$2M to fund a Center for Teaching and Learning(s) to address the formal education needs of the existing workforce. The contracting process for this work is proceeding as scheduled; however, expenditures will not be seen until 2014. State procurement processes require the full funding amount be included in the agency budget for the fiscal year the RFP is issued. Thus, the full \$2M was included in the 2013 budget even though actual expenditures will not be realized until contracting is concluded in early 2014.

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.

Rhode Island does not anticipate any substantive changes for Project 7 in 2014.