

DISTRICT OF COLUMBIA
APPLICATION FOR INITIAL FUNDING
UNDER RACE TO THE TOP – EARLY LEARNING
CHALLENGE

October 16, 2013

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The State has not previously received an RTT-ELC grant.

(b) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Office of the State Superintendent for Education (OSSE) (Lead Agency)	No MOU required	CCDF, IDEA (section 619, Part B & C), State Funded Preschool, Title I, Head Start State Collaboration Grant, State Advisory Council, State Childcare Licensing Agency, State Education Agency, Pre-K Enhancement
Department of Human Services (DHS)	10	TANF, SNAP
Department of Health Care Finance (DHCF)	13	Medicaid-EPSDT

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Department of Health (DOH)	14	Home Visiting, Title V, Project Launch
District of Columbia Public Libraries (DCPL)	11	No funds specifically for early learning
University of the District of Columbia (UDC)	12	No funds specifically for early learning
Department of Parks and Recreation	15	No funds specifically for early learning
Department of Behavioral Health (DBH)	9	Healthy Futures (in partnership with DOH), Play in Early Childhood Evaluation System (PIECES) and Primary Project.

(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age, race, and ethnicity. (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.

- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-4) to the present.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-5) to the present.
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Section A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development.

Overview: This round of the Race to the Top – Early Learning Challenge (RTT-ELC) program could not have come at a better moment for the District of Columbia (the District). The District is six years into a comprehensive school reform effort that emphasizes early childhood education as a lynchpin strategy. As a result of this focus, the District is first in the nation in providing universal access to high-quality public Pre-Kindergarten (Pre-K) programs for all three- and four-year olds. The District enjoys an unparalleled sense of urgency around its school reform effort, and is poised to leverage the significant investments (See Attachment 1 and Table A(1)(4)) already made in early childhood education to implement an ambitious early learning reform plan. In addition to these investments, the District has leadership with a proven commitment to early learning, as well as improved capacity within government to oversee a robust and comprehensive early learning system (See Marian Wright Edelman article in Attachment 2). Building on the

foundation of universal access to Pre-K, this reform effort will now devote its energy to five key pillars: (1) **QRIS expansion and enhancement** to support high quality early learning programs, (2) **infant & toddler capacity** with a focus on the people and places that support the healthy development of the District's youngest children and their families, (3) **health and early childhood education linkages** to address the needs of the whole child, (4) **Pre-K-3 approaches** to ensure that all children have opportunities for early success, and (5) **data integration** to promote continuous quality improvement across the early learning and development system. The District is uniquely situated to support success in a robust early learning reform strategy.

State Leadership and Commitment: The District has a long held commitment to expanding high-quality early learning and development opportunities for young children and their families. Commitment to early education dates back to 1964 when the first federal Head Start Program was piloted in the District at the Anacostia Pre-School Project. In 1972, the DC Public Schools (DCPS) became one of the first jurisdictions in the country to offer Pre-Kindergarten (Pre-K) to four-year-old children.

The current Mayor of the District, Mayor Vincent C. Gray, has continued this commitment by leading the push for universal Pre-K. While Mayor Gray was chairman of our elected legislative body, the Council of the District of Columbia, he spearheaded legislation that required the establishment of universal Pre-K for every three- and four-year-old child in the District by 2014. The *Pre-K Enhancement and Expansion Act of 2008* also committed \$8.9 million dollars to serve an additional 2,000 three- and four-year-olds in the District. The Act was unanimously passed by the Council and as a result of widespread support for the Act, the District reached the milestone of universal access for all four-year olds and close to 80% access for three year olds in 2011 – fully three years ahead of the target established by the Act. The Act also provides resources and support to improve the quality of Pre-K programs and assist individuals in obtaining the appropriate credentials to serve as teachers and assistant teachers in the District of Columbia's Pre-K classrooms.

Mayor Gray continues his leadership and investment in young children, recently launching the *Early Success Framework* as a way to focus the work of the District's education and health and human services agencies, as well as their community partners, on a shared set of strategies for children from birth through third grade (See Attachment 3). Already a national leader in Pre-K access, the District is now focused on ensuring that program quality matches the high bar that has been set for access, and on expanding its intensive early childhood strategy to include infants and toddlers. During the last year and a half, the District has been examining the

existing resources and capacity at agencies that already serve these children and their families to determine how efforts can be better coordinated and organized for maximum impact. The *Early Success Framework* focuses on four key goals that are closely aligned with the goals of the Race to the Top Early Learning Challenge as indicated in the chart below.

Figure A.1. District of Columbia, Early Success Framework

All children develop in comprehensive and enriching environments.	Families are linked to opportunities and resources that strengthen their role as parents.	Communities are safe places where resources are available to help children and families thrive.	Professionals working with young children have the knowledge, skills, and supports to work effectively with and on behalf of children and families.
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(a) Financial investment, from five years ago to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State’s population of Children with High Needs during this time period.

Since the launch of its early learning and development programs in 1964, the District has consistently authorized significant financial resources for programs that provide children and their families with services designed to prepare children for Kindergarten with the skills, knowledge and developmental dispositions that they need to be successful. As evidenced by the \$1.6 billion in state funding provided to support Early Learning and Development Programs over the past five fiscal years, the District has made deep investments in this work, with investments increasing during this period to significantly expand state Pre-K. See Table (A)(1)4 for specific program allocations.

Most recently, in the District’s 2014 Fiscal Year budget, the Mayor and the Council authorized an additional \$11 million to support infant and toddler care. This funding will create 200 new slots for infants and toddlers from low-income families, provide an increase in tiered reimbursement rates for subsidized child care programs, and support continuous quality improvements in infant-toddler programs.

(b) Increasing, from the previous five years to the present, the number of Children with High Needs participating in Early Learning and Development Programs

The population of the District has grown over five percent since the 2010 census, gaining an average of 1,100 new residents per month. Of our total population of 632,323, the District is

home to 33,057 children under the age of five. In addition to our growth, like many American cities, the District faces other significant challenges, including high levels of concentrated poverty, violence, and unemployment rates – often clustered in specific neighborhoods within the city’s eight wards.

The District defines “Children with High Needs” as children that are part of low-income families, have disabilities, are English Language Learners or are the children of immigrants, are homeless or in foster care, are the children of teenagers, and/or are children in families eligible for Temporary Assistance for Needy Families (TANF). See Table (A)(1)-2 for detail on young children with high needs in the District. The District works to engage high needs children and their families in various early learning and development programs, and as a result of this outreach, has experienced a growth in the percentage of children with high needs who participate in early learning and development programs. In the last five years, for example, the District has more than tripled the number of English Language Learners it is serving in Pre-K from 351 to 1,481, and more than doubled the number of children receiving Part C and Part B services, from 566 to 1,369.

In 2010 the District of Columbia Public Schools implemented the Head Start Schoolwide Model by blending Title I, Head Start, and state Pre-K funding. In a single year, the District thereby increased the number of high needs students receiving comprehensive health, developmental, and family engagement services – in addition to the educational component of Pre-K – by over 3,500 students.

Table (A)(1)-3 illustrates participation of children with high needs in the various early learning and development programs offered across the District. Table (A)(1)-5 provides a historical perspective on participation rates for this subpopulation of young learners.

(c) Existing early learning and development legislation, policies, or practices

The District’s commitment to improving early learning and developmental opportunities for young children is strongly evident in recent legislation, policies and practices. Key early learning and development legislation policies and practices are highlighted in the table below.

Table A1.1. The District’s Early Learning and Development - Legislation, Policies and Practices

POLICY/PROCESS	DESCRIPTION
Quality Rating Improvement System (QRIS) “Going for the	Currently serves all programs accepting Child Care and Development Funds (CCDF). Provides tiered reimbursement rates based on licensing/accreditation level, rewards child care programs

<p>Gold” (Launched in 2000; Currently undergoing expansion and revision.)</p>	<p>demonstrating excellence, increases the quality of care for District children and families, brings new providers into the Child Care Services Subsidy Program, increases the number of subsidy slots, increases compensation for providers, and helps parents and caregivers to be more informed about their child care options.</p>
<p>Pre-k Enhancement and Expansion Amendment Act of 2008 (Pre-k Act) D.C. Official Code §271.01 et seq (2008; Amended 2010)</p>	<p>Gives the Office of the State Superintendent of Education (OSSE) authority to establish high-quality content standards for publicly funded Pre-K programs. The Act requires annual research and reporting with regard to Pre-K capacity, enrollment and quality. The Act also establishes grants for community-based organizations (CBOs) to expand Pre-K capacity, with a goal of Universal Pre-K by 2014 and establishes a Higher Education Incentive grant program for workforce development to improve the quality of Pre-K programs, and assist individuals to obtain the appropriate credentials to serve as teachers and assistant teachers in District Pre-K classrooms. With regard to funding, the Act made the Uniform Per Student Funding Formula (UPSFF) applicable to any provider, including CBOs, who meets the Act’s high quality standards.</p>
<p>Reform of IDEA Part C- DC Early Intervention Program (children with developmental delays and disabilities, birth through 2) (2008)</p>	<p>In 2007, as part of the District’s comprehensive education reform agenda, a decision was made to move the Part C early intervention system to the Division of Special Education within OSSE, the State Education Agency. From 2008 to date, OSSE’s management of the Part C system has resulted in a comprehensive overhaul of the program, including the development of a new data system to accurately track referrals, services, and outcomes, the development of a State training model of all service providers, the adoption of research-based screening and assessment tools, and increase in numbers of children served and served in a timely way. In fiscal year 2013, Part C expanded the eligibility criteria for early intervention services to a 50% developmental delay in one or more domains or 25% in two or more domains. The Part C program recently launched a new public awareness campaign, “Strong Start”, designed to further expand outreach and service delivery for infants and toddlers with suspected developmental disabilities.</p>
<p>Reform of IDEA Part B 619- DC Public Schools (DCPS) Early Stages Diagnostic Center (serves children with disabilities ages 3-5) (2009)</p>	<p>As the Local Education Agency (LEA) serving all students not enrolled in other LEAs, DCPS is obligated under IDEA Part B to identify, evaluate, and serve children ages 3-5 with disabilities in the District. DCPS meets this obligation via a diagnostic center (Early Stages) designed specifically for this purpose. In 2009, DCPS brought in new leadership and invested in expansion and overhaul of its center. As a result, from 2009 to present, DCPS has supported the District in moving from under-representation (2%) to exceeding the national identification rate (8.7%) for children with disabilities from 3-5.</p>
<p>Child Care Regulations / Licensure Standards 29 D.C. Municipal Regs. § 300 et seq.</p>	<p>All child care facilities operating in the District of Columbia must comply with the established child care requirements. Child care requirements establish the minimum standards for care in the District. Child care licensing requirements considered in a program’s compliance</p>

	<p>include: 1) Ownership, Organization, and Administration; 2) Supervision of children; 3) Condition of equipment and materials; 4) Discipline practices; 5) Child/Staff ratios; 6) Environment - indoors and outdoors; 7) Staff qualification and training development; 8); Criminal background checks; and 9) Menus and Food served. In addition, child development facilities are required to comply with sanitation, building and fire codes, and lead clearances as required by other District agencies to become licensed. These include a certificate of occupancy, home occupation permit, lead clearance, fire approval, a letter of good standing if incorporated and a certificate of attendance at an OSSE child care orientation within 12 consecutive months. Unless specifically exempted, every Caregiver and Child Development Facility, regardless of the name by which the Facility is designated must be licensed to operate a child care facility in the District.</p>
<p>DCPS Head Start School-Wide Model (2010)</p>	<p>In 2010, in partnership with the Administration for Children and Families (ACF), DCPS has implemented the Head Start School-wide Model. In this unique approach to the program, Head Start grant dollars are now blended with local resources, and DCPS has the flexibility to use these dollars across more schools and to fund supports for additional children who will benefit from the full range of developmentally appropriate supports. Head Start services are available to nearly 5,000 children in 294 classrooms across 57 schools. All classrooms serving early childhood students (three- and four-year olds) are now integrated regardless of how services are funded. Prior to the blending of Head Start and Pre-K classrooms, families went through a separate enrollment process and children were placed in a classroom based on their income. Due to this new leveraged funding, all Title I schools with early childhood programs are required to meet the same standards of program quality, and all children receive the range of comprehensive services and support that Head Start provides.</p>

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Early Learning and Development Standards: The District has adopted the District Early Learning Standards (DCELS) and has aligned them to the Common Core State Standards (CCSS). The DCELS are used by the DC Public Schools, public charter schools, participants in the District’s Quality Rating and Improvement System (Going for the Gold) and all Pre-K Enhancement Grant Recipients. The early learning standards were developed by OSSE with broad participation by provider and university experts. The DCELS were officially adopted by

the State Board of Education in December of 2008 and were aligned with the CCS in 2013. The DCELS are comprehensive and encompass all essential domains of school readiness. Ongoing training is offered to early childhood educators as well as parents to ensure community understanding of the importance and relevance of the DCELS.

Comprehensive Assessment Systems: The District uses a variety of methods to measure the quality of Early Learning and Development Programs (ELDPs) and track children's learning and development. For programs participating in *Going for the Gold* the District conducts an Environmental Rating Scale (ITERS or ECERS) and a measure of the Quality of Teacher-Child Interaction (the CLASS) in a sample of all ELDPs. Currently, state Pre-K programs use a range of formative assessments to track children's development and learning. The District of Columbia Public Schools requires all programs in Title I schools to conduct developmental, behavioral, and medical screens. In the spring of 2014, all Pre-K programs will administer the Early Development Inventory (EDI) as a kindergarten readiness measure. The District has decided to focus efforts on the QRIS to ensure that ELDPs are using assessments as part of their quality improvement processes. Table (A)(1)7 identifies the current elements of a Comprehensive Assessment System that the District currently administers across the ELDPs supported by public funds.

Health Promotion Practices: The District's QRIS, *Going for the Gold*, has robust expectations with regard to children's health, safety, and wellness, as defined in its licensing standards and national accreditation standards. See Table (A)(1)-8. Educators receive training on these requirements, and licensing monitors make annual visits to ensure providers are meeting expectations. All public Pre-K programs are required to comply with the Healthy Schools Act. This act, passed in August 2010 by the DC Council, set expectations for educators and school staff to meet rigorous standards related to nutritious meals and physical activity. The District has also focused its efforts on better use of the healthcare system to promote health outcomes for young children. Approximately 80% of children 0-5 in the District are enrolled in Medicaid, and the vast majority of them are served by four medical providers. The District exceeds national standards in meeting EPSDT requirements in Medicaid; 77% of children on Medicaid received their well-child visits, as of the most recent data.

Family Engagement Strategies: The District provides home visitation programs for pregnant women and their children through age six, including programs for teen parents, single mothers, at-risk children and their families, children with special needs and English language

learners. Programs such as Mary's Center Healthy Start Healthy Families (HSHF), Healthy Families/Thriving Communities, Beyond Behaviors, HSC Home Care, the Department of Health's Healthy Start program, the Washington Hospital Center's (WHC) Healthy Foundations and the WHC's Teen Alliance for Prepared Parenting make up the landscape of home visitation programs in the District. In addition, the Flamboyant Foundation trains Pre-K teachers in DCPS and public charter schools in effective home visiting and family engagement. Table (A)(1)-9 identifies the current family engagement strategies that the District requires in its publicly funded ELDPs. Additional family engagement initiatives are outlined in Section C.

Development of Early Childhood Educators: The District has developed a Workforce Knowledge and Competency Framework, DC Professionals Receiving Opportunities and Support (DC PROS). DC PROS outlines a set of expectations that describes what Early Childhood Educators should know and be able to do. DC PROS was developed with the input of providers and experts in the field and meets the definition of Workforce Knowledge and Competency Framework provided in the RTT-ELC. The District's professional development and public higher education system are aligned to DC PROS. Since 2010, the District has invested over \$2.1 million in the TEACH program and another almost \$2 million in scholarships for Pre-K teachers to meet Bachelor's requirements.

A Professional Development Registry supports early childhood educators in continuing their development through ongoing training. Section D outlines the District's accomplishments in this area. Table (A)(1)-10 provides an overview of the current credentials available within the District.

Kindergarten Entry Assessments: The District's recognizes the definition of readiness for school from the National Education Goals Panel and has used the Goals Panel guidelines as well as the "From Neurons to Neighborhoods" and "Eager to Learn" reports from the National Research Council as a basis for discussions about the elements of Kindergarten readiness. According to these foundational documents, all areas of children's development and learning must be included in definitions of readiness for success in Kindergarten and beyond. Although knowledge of language and math are critical, readiness must also include all areas of child development. According to the National Education Goals Panel, the five domains of children's development and learning that are important to school success include: 1) physical well-being and motor development, 2) social and emotional development, 3) approaches toward learning, 4) language development, and 5) cognition and general knowledge (Kagan, Moore, & Bredekamp 1995).

As discussed in more detail later, the District recently piloted the Teaching Strategies GOLD assessment in a sample of traditional public and public charter school kindergarten classrooms across the city as part of its effort to gather data on the status of children at kindergarten entry. In spring 2014, the District will also be implementing the Early Development Inventory (EDI) tool with a goal of reaching all Pre-K classrooms with four-year old children. This assessment will help the District gain valuable information on the readiness gap of children as they complete Pre-K and enter Kindergarten (See section C for more information). While these tools and the results of implementation will provide teachers and policymakers with valuable information, both for the improvement of classroom instruction as well as for the allocation of resources, this use of the GOLD and EDI tools will not adequately fulfill the District's need for a comprehensive formative assessment tool for Pre-K-3rd grade. As such, the District has joined a multi-state consortium to design a Kindergarten Entry Assessment (KEA) embedded in formative assessment for grades Pre-K-3. By the fall of 2016, the District will be equipped for a full-scale implementation of a statewide KEA. (See Section E1 for further details).

Effective Data Practices: The District's Statewide Longitudinal Education Data Warehouse (SLED) is a single repository of student and education-related data needed to improve education planning, management, reporting, instruction and evaluation. The District has invested greatly into this system and it provides a robust, centralized platform of information. For this reason, the District has determined that it is more appropriate and effective to continue with the existing work of SLED to support our reform efforts, rather than implement additional initiatives that would risk inefficiencies and duplication of information. Table (A)(1)-13 identifies the essential data elements included in the District's existing data systems. The data systems include inputs from several different agencies that collect data on young children and their families across the District. Throughout the proposal, activities are suggested that seek to merge and streamline data in order to better service children and their families.

The District's Unique Characteristics that position the State for RTT-ELC Success.

As a city-state and the nation's capital, the District is unique from all other RTT-ELC applicants. Its size, governance and reform structures enable reform at the state level that is able to reach individual programs, classrooms and children efficiently and effectively. The simple truth is this: In Washington DC, RTTT funds will go "further faster" than in any other state, enabling the District to make dramatic change for as many young lives as possible. The District

serves as an incubator for innovative education reform and offers both experience and political will. The District will demonstrate that exceptional outcomes are possible with a plan that is backed by a strong reform agenda and aligned leadership and support. The list of factors that position the District for success is long indeed, including a strong state advisory council, mayoral control of education initiatives, improved state-level capacity, a supportive network of leading local and national partners, and District-wide urgency around the work that remains to be done.

State Advisory Council. The District has a long history of active early learning state advisory councils, with the first, the Mayor's Advisory Council on Early Development (MACED) established in 1980. The MACED was re-established via a Mayor's Order in 1988 and operated until former Mayor Adrian Fenty established the Early Childhood Advisory Council in 2010. After the election of Mayor Vincent Gray, new members were appointed to the advisory body and the group was re-named the State Early Childhood Development Coordinating Council (SECDCC) (See Attachment 8). The legislated charge of the SECDCC, which began its work in July 2011, is to support and advocate for policies and practices to ensure a comprehensive early childhood education and development system for infants, toddlers, and young children by improving collaboration and coordination among agencies and community partners in the District of Columbia in order for all children and families to thrive. Additionally, the SECDCC works to develop recommendations for the increase and quality of Pre-K programs, the implementation of Pre-K workforce development programs, and for the improvement of early learning policies in the District. Members of the SECDCC include a cross section of public officials, community leaders, community based organizations, DC Public School and DC Public Charter School leaders and educators, and non-profit, business, and philanthropic leaders. The SECDCC will provide leadership to the Race to the Top Early Learning reform effort, making recommendations to the Mayor for coordinated implementation.

Early Success Council. Based on the recommendations of the SECDCC, the Mayor has issued a Mayoral Order establishing the Early Success Council. This group of District government leaders will meet monthly for inter-agency coordination and alignment of the planning, policy, program, and funding and oversight structures to establish a comprehensive and coordinated early childhood system. The Council will promote sustainability of strategies and initiatives, encourage public and private partnerships, reduce duplication of agency efforts, and maximize efficiencies of supports and services for children birth through age eight and their families (See Attachment 4).

Mayoral Leadership. The District is only one of just over a dozen US cities in which the

education sector is managed under the auspices of the Mayor. Since 2007, mayoral control has played a critical role in eliminating fragmented authority for education of the District's children across multiple entities and accelerating much needed reform efforts. Ultimately, mayoral control has been critical to DCPS's recent progress because it ensures the political will and top-level accountability necessary to make the difficult decisions required to promote bold education reform. Mayoral control of the education sector also results in increased alignment of services that have the potential to impact children in the District, including in the health and human services sector. The following key agencies all report to the Deputy Mayor for Education or the Deputy Mayor for Health and Human Services (DMHHS) and play a significant role in the implementation of early learning and development services across the District. (See Attachment 5).

Supportive Partners. Washington, DC, as the nation's capital, is a city that attracts significant human capital talent and high-quality partners. Preeminent universities conduct renowned leadership work which the District will capitalize on for professional development. Within early learning education reform, the District attracts the nation's leading education organizations, many of which have long-standing relationships with District agencies. Moreover, District leaders are in constant contact with a strong cadre of national education thought leaders across key reform areas, relying on these partners to provide critical feedback on DC's educational reform efforts in order to ensure that they are constantly refined and strengthened.

Urgency Around Work Still to be Done. The District's reform vision is grounded in the core belief that all of the District's children can – and will – enter Kindergarten healthy and ready to learn at levels comparable to or better than their higher income and/or suburban peers. The District is committed to increasing the number of high-quality early learning programs for young children and increasing the number of children with high needs enrolled in high quality programs. With a solid history of attention to early learning and development, the District is poised to serve as a proof point for the nation that a reform agenda coupled with targeted interventions for children, ages birth through five, can result in all students being healthy and Kindergarten-ready, especially the District's many children with high needs – children living in poor and low-income families, children with special needs, children who are English language learners, children living in single parent families, and children are homeless and children in foster care.

Table (A)(1)-1: Children from Low-Income¹ 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	3158	9%
Toddlers ages 1 through 2	6244	19%
Preschoolers ages 3 to kindergarten entry	5987	18%
Total number of children, birth to kindergarten entry, from low-income families	15389	46%
ACS 2007-2011 data from IPUMS. Note: there is a variance of 61 children from ages birth to four between Ipums ACS 2007-2011 data and the ACS 2007-2011 Census Report B0101. This is due to sampling error since Ipums takes a sample of the ACS data and weights it back to total population.		

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
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 delays²	1369	4%
Are English learners³	0-3y/o: unavailable 3-4y/o: 1481	0-3y/o: unavailable 3-4y/o: 4%
Reside on "Indian Lands"	Not Applicable	Not Applicable
Are migrant⁴	Not Applicable	Not Applicable
Are homeless⁵ (in shelter)	959	3%
Are homeless (in transitional housing)	427 ^c	1%
Are in foster care	487	1%
Are receiving TANF	13,780	41%
Are children of teen parents	908	3%
Total number of DC children ages birth through kindergarten entry is 33,049 and is derived from ACS 2007-2011 data from IPUMS. Note: there is a variance of 61 children from ages birth to four between Ipums ACS 2007-2011 data and the ACS 2007-2011 Census Report B0101. This is due to sampling error since Ipums takes a sample of the ACS data and weights it back to total population.		
Have disabilities or developmental delays. This is the number of children in the District who have IEPs or IFSPs as reported through OSSE's administrative data and through SLED from 2013.		

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

² For purposes of this application, 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).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁵ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
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...
Are English learners. Data source is SLED for both DCPS and public charter schools 2013.		
Are homeless. Number of children 0-5 who spent at least one night in an emergency shelter and the number of children 0-5 who spent at least one night in transitional housing from 10/1/2012 through 9/30/2013. These are not unduplicated.		
Are in foster care. Cumulative count of children served in foster care at least one day in 10/1/12 through 8/28/13.		
Are receiving TANF. The exact number of 0-6 is 16,010 . We don't break out 0-5, but there are 6,689 children who are 4-6. Assuming proportional age representation, there would be 2,229 six-year-olds, leaving a total of 13,780 children who are on TANF and are 0-5 from 2013.		
Are single-female headed families. 11,851 families – from ACS from 2007-2011 Census Report.		
Are children of teen parents. These data are from the DC Department of Health – they are the number of teen births from 2011 which is the most recent data available.		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program		Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
		Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool: <i>Data Source for these categories is SLED for 2013. The data for the number of students categorized as homeless is based on a data bump of SLED data against data from The Community Partnership which operates homeless services for the District.</i>	TANF	NA	NA	4333	4333
	Homeless	NA	NA	213	410
	ELL	NA	NA	1481	1481
	CFSA	NA	NA	147	34
Early Head Start and Head Start⁶ <i>Due to the Head Start school-wide model these data are not unduplicated from the pre-school numbers above</i>		807		5470	6277

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: 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.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Programs and services funded by IDEA Part C and Part B, section 619. <i>461 is the number of children with an IFSP and 822 is the number with an IEP from 2013. These numbers are not unduplicated from the CCDF numbers below or the early head start numbers above.</i>	86	461	822	1369
Programs funded under Title I of ESEA <i>The District of Columbia does not utilize Title I funds for Pre-K slots. Pre-k services are funded by local dollars through the uniform per student funding formula. Individual LEAs may utilize Title I funds to support Pre-K students.</i>	NA	NA	NA	NA
Programs receiving funds from the State's CCDF program <i>Data Source and Year:</i>	474	2850	2459	5783
Other: Evidence-based Home Visiting <i>DOH Administrative Data from 2013.</i>	48	19	108	175

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

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

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	163	218	156	8426	56	291	2576
Early Head Start and Head Start ⁷	862	34	34	2208	34	34	138

⁷ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

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

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Early Learning and Development Programs funded by IDEA, Part C	87	1	13	281	1	22	142
Early Learning and Development Programs funded by IDEA, Part B, section 619	202	0	4	525	0	18	73
Early Learning and Development Programs funded under Title I of ESEA	NA	NA	NA	NA	NA	NA	NA
Early Learning and Development Programs receiving funds from the State's CCDF program	217	0	0	5450	0	5	12
Home Visiting	84	3	0	81	0	6	1

Head Start data come from the HS Program Information Report (PIR) from 2011 and do not add up to data in above tables as PIR is the only place to get data by race. There are likely over-counts in individual categories and under-counts in other categories which are not included.

Part C numbers are not unduplicated from the CCDF numbers below or the early head start numbers above.

Part B numbers are not unduplicated from the Head Start or Pre-K numbers due to Head Start Schoolwide model.

Head Start does not provide data for children served in the same manner as the census. In this table, these numbers are not an unduplicated count, e.g. a child could be both African American and Hispanic. Head Start also has designations as "other" and as "unspecified" as to a child's race, which do not show up on this table. In actuality, there were 3,450 children participating in Head Start or Early Head Start in 2011.

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

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start ⁸	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

⁸ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
State-funded preschool <i>Specify: DC Public Schools</i>	53,912,842	55,058,889	69,857,957	74,018,962	86,789,973
State-funded preschool <i>Specify: DC public charter schools</i>	45,744,561	54,598,896	67,335,389	82,092,884	81,726,130
State-funded preschool <i>Specify: Office of the State Superintendent of Education, Pre-K expansion</i>	14,009,000	8,307,000	10,691,000	8,826,000	7,346,345
State-funded preschool Sub-total	<i>113,666,403</i>	<i>117,964,785</i>	<i>147,884,346</i>	<i>164,937,846</i>	<i>175,862,448</i>
State contributions to IDEA Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry <i>Specify: Department of Parks and Recreation, therapeutic services⁴</i>	--	--	196,000	278,500	246,500
Total State contributions to CCDF⁹	46,000,000	46,000,000	47,363,121	44,278,266	45,135,823
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	2,605,362	2,605,362	2,605,362	2,605,362	2,605,362
TANF spending on Early Learning and Development Programs¹⁰	39,963,000	37,185,000	37,285,000	37,388,000	37,388,000
Other State contributions <i>Specify: DC Public Library, Children & Young Adult Services⁴</i>	--	--	509,120	559,860	592,970
Other State contributions <i>Specify: DC Housing and Community Development, Residential Services – Lead Safe Washington⁴</i>	--	--	2,081,000	2,049,000	1,965,000
Other State contributions <i>Specify: Department of Health, infant health, food and nutrition, and child health</i>	8,389,250	7,690,550	17,808,400	17,146,550	16,381,850
Other State contributions <i>Specify: Department of Health Care Finance, preventive care</i>	2,105,450	347,000	305,000	325,000	462,000
Other State contributions <i>Specify: Department of Behavioral Health, early childhood</i>	4,276,455	3,915,459	4,287,627	4,050,964	4,501,098
Other State contributions <i>Specify: Department of Parks and Recreation, early childhood⁴</i>	--	--	--	--	458,000
Other State contributions <i>Specify: TANF</i>	24,517,500	21,807,450	16,874,550	17,051,300	15,748,950

⁹ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁰ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Other State contributions <i>Specify: Office of the State Superintendent of Education, early childhood subsidy program</i>	81,304,000	73,132,000	62,950,000	69,569,000	69,470,000
Total State contributions:	318,550,965	306,732,147	340,149,526	356,188,684	366,316,903

⁴ Budgets were restructured and there is no crosswalk.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹¹				
	2009	2010	2011 ¹²	2012 ¹⁷	2013 ¹⁷
State-funded preschool <i>Data Source: OSSE SLED and TANF</i>					
TANF	Unavailable	Unavailable	Unavailable	Unavailable	4333
Homeless	Unavailable	Unavailable	Unavailable	Unavailable	410
ELL	351	927	978	1230	1481
CFSA	Unavailable	Unavailable	Unavailable	Unavailable	147
Early Head Start and Head Start¹³ <i>(funded enrollment) Due to Head Start schoolwide model at DCPS these numbers are not unduplicated from the Pre-K numbers above.</i>	7749	7765	6421	6245	6277
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count). <i>These students are in state-funded preschool and are not unduplicated from other services.</i>	566	750	906	1197	1369
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Programs receiving CCDF funds (average monthly served)	5635	5663	5520	5751	5783

Data source: SLED.

¹¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹² Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹³ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards <i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Source: OSSE 2013.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State. <i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>						
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	EDI (Pre-K Summative Assessment)	Curriculum Embedded Assessment
State-funded preschool: School and community-based Pre-K programs	X Health, dental, behavioral and developmental screening	X PPVT, EVT, TS-Gold, DIBLES, DRA, SAT 10, TEMA, EMA, CK-PAT, PALS, ELLCO	X ECERS	X CLASS	X	X
Early Head Start and Head Start ¹⁴	X Health, dental, behavioral and developmental screening	X PPVT, EVT, DIBLES, Gold	X ECERS, ITERS	X CLASS	X	
Programs funded under IDEA Part C	The District of Columbia does not have any “programs” funded using IDEA Part C and Part B; funding follows the child, and services are integrated into existing programs. Therefore, these answers are embedded in other rows in the table.					
Programs funded under IDEA Part B, section 619						
Programs funded under Title I of ESEA	The District of Columbia does not utilize Title I funds for Pre-K slots. Pre-k services are funded by local dollars through the student funding formula. Individual local education agencies and schools utilize Title I funds to support Pre-K aged students.					

¹⁴ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State. Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

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	EDI (Pre-K Summative Assessment)	Curriculum Embedded Assessment
Programs receiving CCDF funds/subsidies ¹⁵	X Health	X PPVT, EVT, ELCO	X ECERS, ITERS (using sampling methods)	X CLASS (using sampling methods)		X
Current Quality Rating and Improvement System requirements: Going for the Gold- Gold Level	X Health, dental, behavioral and developmental screening	X PPVT, EVT, ELCO	X ECERS, ITERS	X CLASS	X	
Current Quality Rating and Improvement System requirements: Going for the Gold- Bronze Level	X Health				X	
Other Describe:						

In DC-QRIS and CCDF programs are synonymous. All programs receiving CCDF funds must participate in the QRIS Tiered Reimbursement System. Programs that do not receive CCDF funds do not currently participate in the QRIS, although the District intends to open participation to other EDLPS, as described in Section B.

¹⁵ The elements of a comprehensive assessment system are required by subsidy contract and not in licensing standards. Pending revisions to licensing standards will codify the requirements in the subsidy contract.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental , behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool: School and community-based Pre-K programs	X	X	X		
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	The District of Columbia does not have any “programs” funded using IDEA Part C and Part B; funding follows the child, and services are integrated into existing programs. Therefore, these answers are embedded in other rows in the table.				
Programs funded under IDEA Part B, section 619					
Programs funded under Title I of ESEA	The District of Columbia does not utilize Title I funds for Pre-K slots. Pre-k services are funded by local dollars through the student funding formula. Individual local education agencies and schools utilize Title I funds to support Pre-K aged students.				
Programs receiving CCDF funds/subsidies¹⁶	X	X	X		
Current Quality Rating and Improvement System requirements: <i>Going for the Gold</i> - Gold Level	X	X	X		
Current Quality Rating and Improvement System requirements: <i>Going for the Gold</i> - Bronze Level	X				
<i>The DC-QRIS and CCDF programs are synonymous. All programs receiving CCDF funds must participate in the QRIS Tiered Reimbursement System. Programs that do not receive CCDF funds do not currently participate in the QRIS, although the District intends to open participation to other EDLPS, as described in Section B.</i>					

¹⁶ Programs at the Gold tier only.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State. *Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>State-funded preschool: School and community-based Pre-K programs</p>	<p><u>Parental Engagement Requirements (in addition to licensing standards for parental engagement)</u> Encouraging Parent Participation</p> <ul style="list-style-type: none"> • Sites must provide opportunities for the parents of children to participate in and support the program’s educational mission as active partners in their child’s learning and development. • Documentation of the offered parent activities and of the family participation is required and must be submitted along with a site’s Monthly Report. <p>Parent Information Areas</p> <ul style="list-style-type: none"> • Pre-K programs will have areas in each of the classrooms and in the site’s common space designated for posting and sharing information with parents about the program’s plans, upcoming site events, and/or community resources or events. <p>Parent Association</p> <ul style="list-style-type: none"> • Pre-K programs will organize and support a Parent Association as a means to encourage active involvement of families. • Parent Association meetings are to be held monthly. • Meeting notes and/or minutes should be kept on file and summarized in the program’s Monthly Reports. • Meeting notes and/or minutes should also be posted in Parent Information Areas and copies should be available for parents as requested. <p>Parent Advisory Committee (PAC) Parent representatives from each program must participate in the city-wide PAC or other established parent organizations that focus on the advocacy of children and supporting the continuum of education.</p>
<p>Early Head Start and Head Start</p>	<p>The Head Start Performance Standards require the engagement of families in a variety of ways. As part of the Family Services component, programs develop a parent partnership agreement that articulates the level of support needed by the families and the level of parent involvement in the program. Parents participate in the Parent Policy Council as board members (Policy Council activities include recruitment and hiring of staff, review of center policies and handbooks, approval of budget, and development and planning of events); parents serve as Policy Council volunteers and are convened for monthly meetings; parents are part of the lesson/activity planning process for their child; parents are also engaged in the annual self-assessment and federal review of the program; and parents are integral in the development of community partnerships and program events.</p>
<p>Programs funded under IDEA Part C</p>	<p><i>DC does not have any “programs” funded using IDEA Part C and Part B; funding follows the child and services are integrated into existing programs.</i></p>
<p>Programs funded under IDEA Part B, section 619</p>	

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State. Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>Programs receiving CCDF funds/subsidies</p>	<p>These programs participate in <i>Going for the Gold</i>.</p>
<p>Current Quality Rating and Improvement System requirements <i>Going for the Gold: Bronze Level</i></p>	<p>29 DCMR §329.6 The parent or guardian of each child enrolled in a facility shall receive a copy of the facility’s discipline policy.</p> <p>29 DCMR §330.1 The Facility shall develop and implement policies and procedures in the following areas...</p> <p>(r) Parents’ and guardians’ participation in and access to the Facility, including opportunities to communicate with teachers concerning their child’s development, and information parents and guardians should share with the Facility regarding their child’s health status;</p> <p>(s) Periodic reporting of the child’s progress to the parent(s) or guardian(s);</p> <p>29 DCMR §333.2 The Center Director shall be responsible for the supervision, program planning and administration of the Child Development Center and its staff, consistent with the written operational policies and philosophy, and shall assume the following responsibilities... (f) Ensuring parent involvement in the program and in the activities of the Center;</p> <p>29 DCMR § 335.1 The duties of each teacher in a Child Development Center shall include the following: Teachers must: (g) Communicate regularly with the parent(s) or guardian(s) of each child in his or her class or group about the development of their children;</p> <p>29 DCMR § 337.1 The duties of each assistant teacher in a Child Development Center shall include the following: Assistant Teacher must: Assist the teacher in regular communication with the parent(s) or guardian(s) of each child in his or her class or group about their children’s development;</p> <p>29 DCMR §338.3 Acceptable subject areas for continuing education and training, as required by this section, include the following: (g) Communication and collaboration with parents and families</p>
<p>Current Quality Rating and Improvement System requirements <i>Going for the Gold: Gold Level</i></p>	<p>The NAEYC standards and accreditation criteria for family engagement invite early care and education programs to document the ways in which parents and families are empowered and supported to play an active role in their child’s education. The criteria purposefully cut across multiple dimensions and standards, so as to foster feedback from a variety of sources, such as on-site observations of family engagement, or documentation of feedback through the family survey. Critical to NAEYC’s approach to family engagement is a respect for family values, beliefs, experiences and language. The family engagement criteria therefore ask programs to provide evidence supporting their efforts to communicate with families, how to help families understand and respond to assessment materials, how to access services for children with special needs, or how to participate in program leadership. At each level of engagement, from policies to practice, the standards ask how responsive is the program, to what degree does the program reach out to families, especially</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State. Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	families which may come from culturally and linguistically diverse backgrounds. Ultimately, the NAEYC standards ask each program to document how it prepares and supports families to understand the program’s and the families respective roles in each domain of development, from health and child well-being to socio-emotional, physical, cognitive development.
Current Quality Rating and Improvement System requirements <i>Going for the Gold: Silver Level</i>	PENDING ACCREDITATION
<p><i>DCPS: The blended model at DCPS provides a two-pronged approach to family engagement. Every family is invited to participate in Pre-k parents as Partners, a unique curriculum highlighting child development, school readiness and health and mental health for children and adults.</i></p> <p><i>Families also receive information, news, school updates and activities through a text service. Select schools also partner with the Flamboyant Foundation to promote parent engagement through the academic Parent Teacher teams, in which teachers work with parents to develop school readiness goals for children, and then parents learn new at-home activities to promote success in each goal area.</i></p> <p><i>The second prong of the DCPS approach incorporates one-on-one case management based on the North Carolina Family Assessment Survey (NCFAS) to set individual family goals and connect families to what they need to move toward self-sufficiency. Case managers help parents address absenteeism, identify needed community resources as needed.</i></p> <p><i>Charters: Each LEA is permitted to design their own family engagement standards and strategies in the documents that establish their schools “known as charters”</i></p> <p><i>Parent Advisory Committee: This may include frequency of parent and family meetings, home visits, access to their child’s progress data; parent communication strategies like “on the call teachers”, family literacy nights, and family supports and social service referrals.</i></p>	

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁷ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/ Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
CDA	YES	718	22%	

¹⁷ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁷ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/ Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
AA	YES	694	21%	
BA	YES	611	19%	

The baseline numbers of early childhood educations who have the credential are an estimate based on data from the FY 11 and FY 12 Market Rate Survey Studies conducted by UDC, the 2011 Great Start Workforce Development Study conducted by Howard University and OSSE provider end of the year program reports. Baseline for 2014 will be refined using the information in the newly implemented Professional Development Registry. As of 2014 all licensed programs will be required to submit data to the PDR which will improve the accuracy of the data for 2014 and beyond.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
The Council for Professional Recognition	255 (from T.E.A.C.H.)	Yes
UDC	25	Yes
UDC-CCDC	18	Yes
Central Texas College –Bolling AFB Campus	17	Yes
Trinity Washington University	0	Yes
Trinity Washington University – at The ARC	0	Yes

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment

State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>	Y	Y	Y	Y	Y
Domain aligned to Early Learning and	Y	Y	Y	Y	Y

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Development Standards? (Y/N)					
Instrument(s) used? (Specify)	Teaching Strategies Gold/ Early Development Instrument (EDI)	Teaching Strategies Gold/ Early Development Instrument (EDI)	Teaching Strategies Gold	Teaching Strategies Gold/ Early Development Instrument (EDI)	Teaching Strategies Gold/ Early Development Instrument (EDI)
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Gold was administered for a sample size of 800 children in the fall of 2013. EDI is planned to be administered for all children in the District in Spring 2014.	Gold was administered for a sample size of 800 children in the fall of 2013. EDI is planned to be administered for all children in the District in Spring 2014.	Gold was administered for a sample size of 800 children in the fall of 2013. EDI is planned to be administered for all children in the District in Spring 2014.	Gold was administered for a sample size of 800 children in the fall of 2013. EDI is planned to be administered for all children in the District in Spring 2014.	Gold was administered for a sample size of 800 children in the fall of 2013. EDI is planned to be administered for all children in the District in Spring 2014.
Results included in Statewide Longitudinal Data System? (Y/N)	Pilot Data.				

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Statewide Longitudinal Educational Data System (SLED)	X	X	X	X	X		
Early Childhood Education Information Management System (EIMS)	X		X	X			X
Accela		X	X				
ECE Professional Registry ^[HP4] (participation is currently voluntary but there are requirements for programs participating in the QRIS to provide the requested data for their educators)		X	X		X		
Resource and Referral			X	Some (all callers will be asked to report demographic information)		X (License status, QRIS tier, subsidy program acceptance)	
ProActive (DCPCS)	X		X	X			X
AOIS (DCPCS)						X	
STARS	X	X	X	X			X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
(DCPS)							
People Soft (DCPS)		X			X		
Child Plus (Head Start)			X	X	X	X	X
FACES.NET (CFSA: Statewide Automated Child Welfare Information System)	X This is not the same UCI used within the education data systems			X	X		
ACEDS (DHS: Automated Client Eligibility Determination System)	X This is not the same UCI used within the education data systems or within FACES.net			X			
ANASIZI (DMH)				X			
QuickBase Application [HP6]			X		X		

(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is likely to result in improved school readiness for Children with High Needs, and includes—

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2):

- The State's goals for improving program quality statewide over the period of this grant.
- The State's goals for improving child outcomes statewide over the period of this grant.
- The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1) in the application) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gap between Children with High Needs and their peers.

A2 - recommended maximum of ten pages

A. Successful State Systems

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.

The District of Columbia is poised for rapid success in improving outcomes for children from birth through third grade. With strong and committed leadership from Mayor Vincent C. Gray, backed by financial investments in the early learning system and the education system, the District is more than ready to meet the Race to the Top Early Learning Challenge. Our foundation is strong. The District is a national leader in universal public Pre-K – for both three and four year-olds and has an established QRIS. We are poised to leverage the health system for child outcomes, being 4th in the nation for children with health insurance. And our compact geographic footprint and relatively small population allow us to integrate and coordinate service delivery, funding, and governance in an effective manner. We are ready to leverage these strengths to optimize the strategic plan we have laid out in this application, and the resources we hope to receive to support it.

On April 25, 2012, the Mayor released his Early Success Framework, outlining elements of the District's shared vision for thriving children, families, and communities (pictured below). This framework has guided the work of the range of players in the District's early childhood community, both individually and collectively.

In order to realize the Early Success vision, the District seeks to implement the High Quality Plan proposed here in response to the Race to the Top Early Learning Challenge. The District's RTT early learning reform plan is built upon the foundation of five key pillars that are critical to a high-quality early learning system and to achieving outcomes for young children and their families:

1. **QRIS expansion and enhancement** to support high quality early learning programs.
2. **Infant & toddler capacity** with a focus on the people and places that support the healthy development of the District's youngest children and their families especially for those children most at risk.
3. **Health and early childhood education linkages** to address the needs of the whole child.
4. **Pre-k-3 approaches** to ensure that all children have opportunities for early success.
5. **Data integration** to promote continuous quality improvement across the early learning and development system.

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers;

The District is committed to making focused investments on strategies within these five reform pillars in order to realize the following ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers:

- Increase the number of children with high needs enrolled in Gold level early learning and development programs from 2675 in 2013 to 4626 in 2017.
- Increase the number of Gold level subsidized childcare programs from 108 in 2013 to 361 by 2017.
- By 2017, 80% of the license-exempt public Pre-K programs will voluntarily participate in the QRIS, Going for the Gold.
- Increase the number of early learning educators who have credentials from 2,023 to 3,313 by 2017.
- Increase the number of children who have a full EPSDT screening from 4,705 in 2013 to 7,430 in 2017.
- Increase third grade proficiency in reading and math in our high needs wards, as measured by the PARCC multi-state assessment. Baseline will be set in first year of PARCC in 2015.

These goals will be achieved through implementation of core projects and focused investments that address all of the areas that are priorities within the RTTT-ELC. It is important to note that while projects are summarized under a particular RTT-ELC reform area, many if not all of the projects will have impact across multiple areas. Taken together, we believe that this work encompasses a highly effective and achievable reform agenda that will have measurable and positive impact on the lives of young children and families in the nation's Capital.

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals.

Section B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and

Improvement System: The RTT-ELC will enable the District to expand and enhance the current Quality Rating and Improvement System (QRIS) through implementation of several core projects that will increase participation in the QRIS, strengthen measures of quality, and target supports for quality improvement. These efforts will not only update and strengthen the current QRIS, but will also ensure access to high-quality, accountable programs for Children with High Needs.

(B)(2) Increased participation in QRIS: The District will require all licensed early learning and development programs to participate in the QRIS, Going for the Gold. The Division of Early Learning at OSSE will be staffed – through a combination of RTT-ELC funds and repurposing of existing positions – to fully support the implementation of a high-impact QRIS system that is linked to high quality professional development and technical assistance. The DC Public Schools has agreed that all of its public Pre-K programs will participate in the QRIS, while the Public Charter Schools will be encouraged to pursue a voluntary pathway to Silver and Gold. As a result of the District’s efforts to include license-exempt public Pre-K in its QRIS, an additional high needs children will be served in Gold rated programs.

(B)(3) Rating and monitoring Early Learning and Development Programs: The District’s QRIS *Going for the Gold* has three levels of the QRIS, Bronze (licensing), Silver (pending accreditation) and Gold (accredited by NAEYC or NAFCC), and while the three level structure will not change, the standards will be strengthened in several ways. An Environmental Rating Scale will be added to the standards at the Bronze level and CLASS will be added at the Silver and Gold levels. Particular attention will be paid to standards within Silver to better enable programs to move from Bronze to Silver. Right now the Silver level denotes “pending accreditation” - which is too big a leap for many programs and is not comprehensive enough to enable programs to easily “land there” when they meet standards above the Bronze level but are not yet ready to pursue accreditation. The District will also engage the National Association of Regulatory Associations, which has rated the District’s licensing standards among the top five in the nation, to conduct a review of the District licensing and identify a set of 10 or so critical licensing criteria that must be met on a monitoring visit and throughout participation in the QRIS.

(B)(4) Promoting Access to High Quality Early learning and Development Programs for Children with High Needs: The District’s universal Pre-K program for all three and four year old children in the city has resulted in dramatic increases in the participation of children with high needs in high quality Pre-K. While the District’s plan will continue support for continuous quality improvement in state Pre-K, the District believes that increasing the quality of programs serving

infants and toddlers is critical for closing the achievement gap. Currently, the District provides childcare subsidies without a waiting list for all families with children under 250% of the federal poverty level, and the Mayor recently invested an additional \$11M in high quality infant and toddler programs. That money is fueling an increase in child care reimbursements for our youngest children, based on the three QRIS rating levels. These new resources help to support quality and the sustainability of programs that exclusively serve children who are receiving a subsidy. A portion of these funds will also be allocated to increase the subsidized childcare reimbursement rate for children in foster care and homeless based on a rate enhancement currently provided to children who qualify for early intervention services. Once we have enhanced our QRIS, these higher subsidies will only be available to programs at the Silver and Gold levels to ensure that these very high need children and families have access to high quality care. In addition to these strategies, careful tracking of access to high-quality childcare and Pre-K in our highest need Wards 5, 7, and 8 will be a core focus of the RTT-ELC work. The District will also continue its current deep investments in high quality universal publicly funded Pre-K for 3- and 4-year-olds will be continued.

Continued focus on professional development especially leading to credentials via the T.E.A.C.H. Early Childhood Program and a strong relationship with Higher Education Institutions and professional development contractors to align their work with the Early Learning Standards and practitioner Core Knowledge and Competency Framework. Professional development for infants and toddlers educators will also be enhanced by developing a cadre of Infant-Toddler Specialists to provide coaching and mentoring and support continuous quality improvement plans for child care centers, with a focus on moving Bronze programs in Wards 5, 7, and 8 to the Silver or Gold levels.

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems: A QRIS Advisory Committee of experts and stakeholders from the District's early learning and development programs will inform the development of an independent Validation Study. The study will proceed in two phases. Phase One will set appropriate levels for each QRIS tier. The District has baseline data on the CLASS on a sample of state Pre-K programs in DCPS and public charter schools, and ECERS and ITERS data on a sample of programs in *Going for the Gold*, the current QRIS. Phase Two of the Validation Study will assess the alignment of QRIS ratings with children's progress. This phase will focus on identifying which components of the QRIS are most closely associated with children's progress and outcomes.

Section C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards: The District has a strong track record in the development and use of early learning standards and has chosen this as a continued focus within RTT-ELC. In 2008, the District worked with national experts to develop and adopt Early Learning and Development Standards that included all domains of child development and were aligned with the state's K-3 standards. Shortly after, in 2010, the District adopted the Common Core State Standards (CCSS), resulting in additional work to fully align the ELDS with the CCSS. As part of the RTT-ELC work, the District will continue to refine the DCELS to ensure that they guide the work of ECE professionals in all settings. In particular, work will be done to create a Standards Entry Points manual that will guide differentiated learning that meets the needs of young English Language Learners and children with special developmental needs and to train all levels of professionals (teachers, principals, administrators) on the material. A comprehensive program to engage parents in understanding and using of the Early Learning Standards will also be developed and implemented.

The District will also, as part of its involvement in a cross-state consortium, identify Common Essential Standards (CES) that are most predictive of school readiness. These standards will be highlighted in a revised version of the DCELS, and training on the use of the CES will be provided for all ECE professionals. Our cross-state collaboration will also yield a set of K-3 School Readiness standards that the District will use to enhance the CCSS at the early elementary level, adding to the continuity between ECE and early elementary and sustaining the gains we have made in reducing the readiness gap for Children with High Needs.

(C)(3) Identifying and addressing the health, behavioral health and developmental needs of Children with High Needs to improve school readiness: In order to truly improve outcomes for young children and their families, it is critical to take a whole child approach that includes attention to all domains of child development. The Mayor's Early Success Framework represents that District's commitment to this comprehensive approach to early learning and development. One of the framework's four key components is social-emotional, physical, developmental, and mental health. Within this focused investment area, we propose to enhance and strengthen our commitment to Help Me Grow, a national evidence-based model for centralizing information and facilitating physician and community outreach, particularly in the three wards with high concentrations of children with high needs (Wards 5, 7, 8). Help Me Grow staff will provide outreach to pediatricians, child care providers, evidence-based home visitors, and health and

human service case workers to support standardized developmental screening and early detection. It will also include referral to a central access point for connecting children and their families to services and care coordination, and for connecting pediatricians to psychiatric resources.

The District has one of the highest rates of insured children in the country (ranking 4th where 1st is best). The District is working to ensure that all children enrolled in Medicaid receive appropriate and timely EPSDT services. RTT-ELC funds will support the Department of Health Care Finance to collect well-child visit data in a format enables them to track compliance with the EPSDT program. Funds will help also build on the District's strong home visiting system by undertaking an analysis on how the District can use Medicaid dollars to expand home visiting services.

With regard to improving nutrition for infants and toddlers, the RTT-ELC staff will work to incorporate the nutrition best practices within child care settings, by implementing standards in the *Healthy Tots Act* of 2013. The *Healthy Tots Act* of 2013 was introduced in July 2013 and is pending further action by the DC Council. (DC Bill 20-407, July 19, 2013). Data will be collected from program sites to understand current practice and make recommendations on how centers can meet the standards. Trainings will be conducted with parents and community-based organizations on nutrition and menus will be revised to ensure that food offerings are more nutritious.

Section D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials: the District has a Workforce Knowledge and Competency Framework, DC Professionals Receiving Opportunities and Support (DC PROS). DC PROS outlines a set of expectations that describes what Early Childhood Educators should know and be able to do. DC PROS was developed with the input of providers and experts in the field and meets the definition of Workforce Knowledge and Competency Framework provided in the RTT-ELC framework – that is, PROS is (a) is evidence based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote

positive social and emotional development and reduce challenging behaviors; (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators; and (g) includes knowledge of protective factors and effective approaches to partnering with families and building families' knowledge, skills, and capacity to promote children's health and development.

RTT-ELC staff will engage the higher education community to ensure that all professional development programs are aligned with PROS and result in college credits that can be used for AA, BA and Masters level career pathways. The District is fortunate to have an Early Childhood Higher Education Collaborative – a consortium of all the higher education institutions that offer degrees in early childhood education – that has already worked together to help meet the supply of BA teachers needed in the District's universal Pre-K system. This consortium will be engaged to develop articulation agreements between higher education programs, so that all Child Development Associate (CDA) programs are credit-bearing toward an AA or BA. The consortium will also develop a process to offer college credit for professional development offerings.

The skills and knowledge of caregivers and teachers are critical to the healthy development and learning of babies and young children. Yet many of the available teacher training programs and professional development opportunities in the District are oriented toward preschoolers and early elementary age children, with less attention to the unique developmental needs of infants and toddlers. Moreover, the District also has increasing needs for teachers who are well-prepared to work effectively with English language learners and children with disabilities. Our universal Pre-K program already requires public school teachers to have Bachelor's degrees; and by 2017 the District will mandate all Pre-K teachers in other publicly funded organizations to have degrees in higher education focusing on early childhood development. The infant and toddler child care system, however, lags significantly behind in terms of opportunities for coursework and professional development that enables them to provide nurturing, high-quality care and learning.

To address this need the District will contract with the Center for the Child Care Workforce to undertake a review of the current curriculum offerings within higher education to assess alignment with PROS and to ensure that there is sufficient content to train high quality infant-toddler care providers. Based on this review of current curricula, the Higher Education Collaborative will make the changes in course offering and content to create an infant-toddler endorsement at all levels of the early childhood education system (CDA, AA, BA) and will

explore opportunities and financing mechanisms to develop a program for dually certified early childhood – special education teachers, as well as a program for training early childhood ELL teachers.

D2. Supporting Early Childhood Educators in improving their knowledge, skills and abilities: The District will hire and train a team of 17 Infant Toddler Specialists as a core component of the professional development system for infant-toddler professionals in the District. The Infant-Toddler Specialists will be trained in PITC, ITERS and Strengthening Families and will be responsible for a) engaging all infant-toddler professionals in understanding what high-quality infant toddler care looks like and what it takes to provide high quality infant-toddler care; b) developing and providing opportunities for all infant-toddler teachers to develop skills in working with children who have developmental delays or disabilities, who are homeless or who are involved in the child welfare system; and c) providing targeted and tailored technical assistance and professional development to a cohort of infant-toddler programs that are ready to move from Bronze to Silver or from Silver to Gold. These programs will be identified based on a set of capacity measures that include data from licensing, baseline ERS scores, interviews with the program’s staff and leadership, and other relevant measures of interest and capacity. In addition the Infant Toddler Specialists will provide ongoing support for Continuous Quality Improvement for infant-toddler programs that provide subsidized childcare and will have a representative on the Home Visiting Council to facilitate linkages, coordination, and peer support.

A particular focus will be on increasing the number of early childhood providers who have access to and receive their CDA with an infant-toddler endorsement, with a focus on Wards 5, 7, and 8, and teachers working with ELLs throughout the District. The CDA strategy includes two components: a cohort model that provides more support, especially to people who need basic skills and English language training; and a career academy based in public high schools. The contracts with CDA vendors will have quality standards and increased accountability for awarding a certain number of CDAs each year as well as implementing more effective transitions between CDA completion and T.E.A.C.H. support for further education to the AA and BA level. The District will use RTT-ELC dollars to expand T.E.A.C.H. beyond its current annual investment of \$700,000 and will direct scholarship funding to reach its goals of developing a great infant and toddler workforce. In addition OSSE will build out the Professional Development Registry and integrate it within the State Longitudinal Education Data system (SLED) to fully incorporate all of the essential data elements needed to report data on early

childhood educator development, advancement and retention.

Section E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children's learning and development at kindergarten entry. The District will build on its current efforts to measure kindergarten readiness by working with a consortium of ten states to develop a formative assessment of the Essential Domains of School Readiness. This consortium was recently awarded a \$6.1 million grant from the U.S. Department of Education under the Enhanced Assessment Grant (EAG) Program to develop a KEA embedded in a K-3 formative assessment. The District will work as part this consortium to design an assessment based on common standards, and will pilot the assessment starting in 2015. A working group comprised of teachers and leaders from DCPS and public charter schools will guide the state's development and implementation. The results of the KEA will drive policy and program improvements, inform instruction at the classroom level, and provide families with information about their children's progress.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies: The District will create an Early Learning Data System, building on the foundation of our existing State Longitudinal Education Data system (SLED). The District will work with the Early Success Council using the Khatri and Brown's (2010) framework for designing a data governance structure, by charging the group with the following functions: identify overall purpose and data collection goals for an integrated data system; develop data sharing agreements; develop common data definitions and standards, and; create consistent privacy and confidentiality policies. (Child Trends, 2013). This group would also be structured to meet the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

OSSE will facilitate 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. The current web of laws and requirements regarding data access, security and privacy are often cited by agencies as barriers to collaborating and sharing data. Although several programs do have data sharing memoranda of understanding (MOUs) in the District, there is clearly a need to provide straightforward guidance on and incentives for agencies to share data. Table 6 in the report (See Attachment 97) indicates the variety of data sharing arrangements underway in the District. OSSE, CFSA, DHS, and DHCF are all currently engaged in sharing data with more than five

other agencies, typically to communicate valuable information about student services. The District's high-quality plan elaborates on the work of these agencies and works to streamline processes for data sharing.

One step the District is taking to streamline processes for data collection and sharing is the development of a single, common, state-designed and sponsored Student Information System (SIS) that will be made available to all LEAs in the District. The District has allocated \$8 million toward this project that will commence in FY14. OSSE will create this new system. In collaboration with LEAS, commonly defined data indicators will be established and data will be fed from schools with grades Pre-K-12 directly into SLED. This database will ensure consistent data collection on valuable student, family, and teacher information and facilitate data collection efforts across all LEAs serving children Pre-K to grade 3, and will be in place by the time the District implements its KEA. The District will also leverage work underway at the Department of Human Services (DHS) to conduct a major upgrade of its database (DCAS) this year. As noted previously, information about families' participation in social services program is already pushed into the SLED system. However, this upgrade of DCAS provides an opportunity to ensure interoperability between these systems.

Using data in SLED and the Early Learning Data system, OSSE will regularly generate information that is timely, relevant, and accessible and that all ELDPs and Early Childhood Educators to continuously improve, make key decisions, and inform parents and other community stakeholders.

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

The District of Columbia is building upon a strong foundation for early childhood services, particularly with respect to our universal Pre-K for three and four year-olds, and our efforts to align work across education and health and human services agencies. RTT-ELC affords the District the opportunity to leverage that work, and accelerate our progress strategically. The District's governance structure and small size position it well to coordinate and integrate both the design and the implementation of initiatives across the range of Focused Investment Areas we have chosen to address. In each of these six areas, there is concrete work upon which to build, as well as clear growth opportunities that the District can leverage through the ELC grant.

Given those opportunities for integration across other Focused Investment Areas, we have

narrowed our attention to the remaining Investment Areas, so as to concentrate our efforts; therefore the District of Columbia chose not to address (C) (4) Engaging and supporting families. This topic is important and is reflected throughout our high quality plans. For example, the proposed expansion of the District's partnership with the Flamboyan parent engagement program will strengthen the District's approach to parent engagement and support.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (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.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (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.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (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.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation in and commitment to the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State's Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and

community-based organizations); libraries and children’s museums; health providers; public television stations, and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists Governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State that indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

A3 recommended maximum of five pages

Section A. Successful State Systems

(A)(3) Aligning and coordinating early learning and development across the State.

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

The lead agency for the RTT-ELC grant is the Office of the State Superintendent of Education (OSSE), with leadership support from the Deputy Mayor for Education and the Deputy Mayor for Health and Human Services. The RTT-ELC grant will be managed by the RTT-ELC Director (to be hired) at OSSE. The RTT-ELC Director will report to the Assistant Superintendent of Early Childhood at OSSE and will be accountable to the Early Success Council. The Early Success Council was created by Executive Order of the Mayor on October 10, 2013 in order to bring together in common purpose the Directors of each of the District Agencies that serve children and families. Specifically, The Early Success Council will “oversee and coordinate those interagency actions and steps deemed necessary and appropriate with respect to improving the District of Columbia government’s supports and services delivery system for children birth through age eight and their families and promoting the outcomes of the Mayor’s Early Success Framework.” The Early Success Council is co-chaired by the Deputy Mayor for Education and the Deputy Mayor Health and Human Services with administrative support provided by their staff (see Attachment 4 for the Executive Order).

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State’s Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

OSSE, the Lead Agency, is a member of the Early Success Council and will regularly report to the Council on the progress in implementing the High-Quality Plans that make up the RTT-ELC plan. The Directors of all of the Participating State Agencies identified in this proposal are also members of the Early Success Council. The Lead Agency will also regularly seek input and feedback from the Early Success Council that will be used to guide implementation and make mid-course corrections. In addition, the RTT-ELC Director and all of the Early Success Council members are members of the State Advisory Committee (created in accordance with the Head Start reauthorization Act of 2007) and the State Early Childhood Development Coordinating Council (SECDCC). The SECDCC provides the mechanism for broad stakeholder input and guidance to the implementation of the RTT-ELC High Quality Plan as described in this proposal.

(3) The method and process for making different types of decisions (e.g., policy,

operational) and resolving disputes; and

The RTT-ELC Director will be responsible for the day-to-day decisions involving the implementation of the High-Quality Plan. An RTT-ELC Implementation Team will be created to provide guidance and support to the RTT-ELC Director and guide the work of the grant. The RTT-ELC Implementation Team will be comprised of designees of the Deputy Mayor for Education, the Deputy Mayor for Health and Human Services, and each of the Participating State Agencies. The RTT-ELC Director will also receive guidance and support from the OSSE leadership team. Key policy decisions and implications of the work will be brought before the RTT-ELC Implementation Team on a weekly basis and before the Early Success Council on a quarterly basis. The Implementation team will be responsible for operational decisions. Policy decisions will be brought to the Early Success Council for consideration and discussion, with decisions made either by the Participating State Agency or the Council as whole. Disputes will be resolved first at the agency level (i.e. within OSSE and between OSSE and Participating State Agencies). If the dispute cannot be resolved at the agency level, it will be brought to the Deputy Mayor for Education and Deputy Mayor for Health and Human Services, jointly, for discussion and decision. If the dispute remains, it will be brought before the Mayor for resolution.

(4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

The SECDCC will serve as the primary vehicle for convening stakeholder meetings to get input into and feedback on key program and policy decisions affecting the provider community and children and families. The SECDCC is comprised of the Early Success Council members as well as parents and community leaders. This group will provide guidance to the RTT-ELC Implementation Team about when and how to involve representatives from participating programs, early childhood educators and parents and families in the work of the RTT-ELC initiative.

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency—

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

See Attachments 9-15 for the MOUs between the State and each Participating State Agency.

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; public television stations, and postsecondary institutions.

See Attachments 16-53, 111, 118 for the Letters of Support from stakeholders.

Table (A)(3)-1: Governance-related roles and responsibilities

Participating State Agency	Governance-related roles and responsibilities
Office of the State Superintendent for Education (OSSE) (Lead Agency)	<ul style="list-style-type: none">• Lead Agency on the RTTT-ELC application• Active participation in the SECDCC• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative
Department of Human Services (DHS)	<ul style="list-style-type: none">• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative• Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC• Based on results of gap analysis, expand capacity of the “211/Answers Please” phone line at DHS to align with Help Me Grow program requirements.• Increase successful use of call center and Help Me Grow support services via community outreach and facilitating local networking opportunities.• Provide office space for 8 Resource and Referral Specialists in DHS Ward offices and space to house parental resource library operated by OSSE to increase parental education on quality child care and Pre-K & identification of available slots and to improve community outreach.• Continued work with OSSE on integration of DCAS spell out what this is and State Longitudinal Education Data system (SLED).
Department of Health Care Finance (DHCF)	<ul style="list-style-type: none">• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative• Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC• For all EPSDT required screenings, update billing manual to include individualized billing codes for content of well-child visits (e.g., vision, hearing, developmental and behavioral health) and for follow-up.• Conduct training for primary health care providers on updated billing manual and expectations.• Provide financial incentives for primary health care providers to meet screening and follow-up expectations, as well as develop penalties for failure to meet expectations.• Conduct feasibility study on sustaining and increasing evidence-based home visitation options via Medicaid billing and targeting services to the most in need.

Table (A)(3)-1: Governance-related roles and responsibilities

Participating State Agency	Governance-related roles and responsibilities
Department of Health (DOH)	<ul style="list-style-type: none">• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative• Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC• Revise school-nurse contract so that it requires training on Help Me Grow as well as accountability for ensuring children receive requisite EPSDT services• Promote active participation of School Nurses in Early Learning Neighborhood Coalitions in Wards 5, 7 and 8
Department of Parks and Recreation (DPR)	<ul style="list-style-type: none">• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative• Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC• Three play specialists will work with families using DPR playgrounds and recreation facilities, with a special focus on engaging families in the neighborhoods selected for Early Learning Neighborhood Coalitions.• Ward Managers for Wards 5, 7, & 8 will participate in the Early Learning Coalitions in ensure focus and facilitate alignment between the use of park facilities and programming and the Coalitions’ goals and strategies.
DCPL	<ul style="list-style-type: none">• Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative• Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC• Continuation of partnership work with OSSE on the “Sing, Talk, and Read” campaign.• Participate in the Early Learning Neighborhood Coalitions in Wards 5, 7 & 8 and build on the “Sing, Talk, and Read” campaign by providing activities, additional materials and enhanced supports to parents, family, friends and neighborhood providers.

Table (A)(3)-1: Governance-related roles and responsibilities

Participating State Agency	Governance-related roles and responsibilities
Department of Behavioral (DBH)	<ul style="list-style-type: none"> • Active participation in the Mayor’s Early Success Commission to provide policy oversight of the RTT-ELC initiative • Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC • Expansion of the “Primary Project” school-linked early intervention program by adding 4 mental health associates to the staff (beyond the planned addition of 17 to be funded locally), with deployment in the Wards with the highest needs (Wards 5, 7 and 8), • Expansion of the “Healthy Futures” program (providing early childhood mental health consultation in child care settings) to 50 additional centers, with a focus on the Wards with the highest needs (Wards 5, 7, 8) • Creation of a qualified mental health consultation position to support primary health care providers with behavioral and developmental health screening and services.
University of the District of Columbia (UDC)	<ul style="list-style-type: none"> • Assignment of a consistent point person to actively participate on the Implementation Team for RTT-ELC • In partnership with OSSE, and through affiliation with the Early Childhood Leadership Institute, convene a collaborative of higher education institutions and the National Black Child Development Institute to assess the existing capacity to prepare a highly qualified and effective workforce to meet the needs of infants and toddlers, young children with special needs and young dual language learners. • Support OSSE's plans to develop criteria and provide scholarships for educators who work with infants, toddlers and special populations of children, so they can attain credentials and degrees.
Other Entities	
State advisory council on early childhood education and care	<ul style="list-style-type: none"> • Advising the Mayor and RTT-ELC team • Implementing recommendations from the nutrition study
State Interagency Coordinating Council for Part C of IDEA	<ul style="list-style-type: none"> • Advising Mayor and RTT-ELC team on components of reform that impact very young children with disabilities

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Not Applicable	Not Applicable

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describe how it connects to the State Plan (also completed in section VIII).

Section A. Successful State Systems

(A)(4) Developing a budget to implement and sustain the work of this grant

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration funding; MIECHV program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used

The Race to the Top Early Learning Challenge (RTTT-ELC) grant will leverage Washington DC's existing resources in order to strengthen and support the early learning and development infrastructure in the city. The High-Quality Plan that we have proposed builds on the District's significant investments in early learning. Like many states, the District has knit together a variety of federal and District investments over several decades in order to provide a broad array of early childhood services to young children and their families. The work that the District proposes to undertake builds on our strengths and the existing foundation for a high-quality early learning system, including voluntary, universal high-quality Pre-k that serves 70% of the three-year olds and 90% of the four-year-olds in our nation's Capital, with a District investment of \$59 million a year. The funding provided to schools (traditional school district and public charter schools) for Pre-K is set at the same rate as 1st grade, resulting in a per child investment of more than \$11,000 for each three- and four-year-old enrolled.

Mayor Vincent Gray has been a consistently strong leader on behalf of the District's youngest children, leading the way for the investments in universal Pre-K and allocating \$11 million this fiscal year to support expansion of high-quality infant-toddler child care, child care subsidy rate increases for infant and toddler providers and a scholarship fund for infant-toddler teachers to earn higher education credentials. The District will align existing resources and RTTT-ELC resources to address gaps and weaknesses in order to build a high-quality early learning system that truly improve the developmental and educational outcomes of children with high needs. With the leadership of the Office of the State Superintendent (OSSE) and the participating state agencies and with the governance structure recently created by the Mayor in the form of the Early Success Council, the resources from RTT-ELC will be well-managed and leveraged with existing District investments. The results will be more high-quality early learning programs, more children with high needs participating in high quality programs, a more educated, trained and skilled early childhood workforce, information and data to understand

child outcomes, program outcomes and system outcomes, and a high-quality system of early learning programs that can be sustained into the future.

Other existing resources and strengths within the District that will be leveraged to meet the goals of the RTT-ELC plan, including a blended Head Start-Pre-K model in all Title I schools operated by DC Public Schools that meet the guidelines for high-quality Pre-K as well as the Head Start Performance Standards. Because the Pre-K in the Title I schools is provided through the education funding formula, the Head Start resources in this blended Head Start- Pre-K model can be used to support coaching and mentoring of teachers and investments in quality. RTT-ELC will enable the District to replicate the effective coaching-mentoring model to improve the quality of child care for children receiving subsidies. Our child care subsidy system is strong – with eligibility for families up to 250% of poverty at enrollment and up to 300 percent of poverty once enrolled. The District’s investments in our subsidy program have resulted in one of the lowest copayments in the nation, as such we do not have waiting list for child care subsidies. The District invests significant local dollars into child care and also leverages TANF funds to support our strong subsidized child care system. Quality set-aside funds through the Child Care and Development Fund (CCDF) will be used to deliberately and intentionally support the outcomes and performance measures that we have outlined in this application, particularly in the areas of professional development, the expansion and enhancement of the QRIS, and investments in T.E.A.C.H. and other strategies to support the early learning workforce.

The District was one of the first states to implement a Quality Rating System – *Going for the Gold* – and the RTT-ELC investments will enable the enhancement and expansion of the QRIS with a focus on building the infrastructure that supports continuous quality improvement and high-quality care and learning environments for all children. The District offers high-quality, evidence based home visiting programs to children birth to three, and is about to realize a major expansion of Early Head Start as the result of the re-competition of Head Start in the District. In addition to the investments by the state and local education agencies, the work of several key other state agencies will support these efforts. The Department of Behavioral Health and the Department of Health Care Finance have been strong supports of early childhood investments and have already begun work to ensure that all children enrolled in Medicaid receive the entitled Early Periodic Screening Diagnostic and Treatment (EPSDT) services. Additionally, a full array of behavioral health services are in place in early childhood programs and schools, through Project LAUNCH, Healthy Futures mental health consultation in child care, and the PIECE early intervention program in the schools. With RTT-ELC funds, these evidence-based

services will be expanded and concentrated in the neighborhoods with the greatest number of children with high needs. To support the focus on children with high needs, many of the RTT-ELC investments will target three of the District's eight Wards. In five neighborhoods in these Wards, RTT-ELC investments combined with District investments will support Early Learning Neighborhood Coalitions that will help to ensure that parents and community leaders are fully engaged in the work of RTT-ELC.

The District will also build on existing resources to expand the use of formative child assessment systems from birth through third grade. The District's Title I Pre-K programs have benefited from the use of Teaching Strategies GOLD. All Title 1 Pre-K programs in DCPS, as well as public charter schools, currently use the Teaching Strategies GOLD child assessment system to monitor child outcomes. We plan to expand the use of Teaching Strategies GOLD to subsidized child care – which serves mostly infants and toddlers with high needs. We will also support the use of this program by the Part C Early Intervention Specialists and the Infant-Toddler Specialists (to be hired through the RTT-ELC investment) that will be working to support child care centers in providing the highest quality care to the infants and toddlers in our nation's Capital.

Existing District resources will also support ongoing implementation and scale-up of the comprehensive K-3 formative assessment that will be developed as part of the 10-state consortium that includes the District. A key component of this work is the field test of the formative assessment as well as the District's ongoing investment in the implementation and scale up of the Kindergarten Assessment component of the work. The District will contract with SRI International to ensure that there is a Pre-K component to this formative assessment method so that there will be continuity from Pre-K through third grade.

Finally, the RTT-ELC investments will build on the data infrastructure that has been created through federal and District investments, and has resulted in the District's State Longitudinal Education Data (SLED) system. A portion of the RTT-ELC funds will enable SLED to expand to include early learning data for programs, the workforce and child demographics and outcomes. SLED will also be expanded to support the child care licensing, QRIS and professional development data. The District recognizes that our work in all of these programmatic areas must be supported by robust and easily accessible data as we realize the vision for high quality programs for the most children with the maximum impact.

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number

and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The District's sustainability plan is to: 1) maximize the use of existing resources to meet the goals laid out in the RTT-ELC application; 2) focus the RTT-ELC investments to create a strong and lasting infrastructure for high-quality early learning programs; 3) and incrementally transition funding for key positions from RTT-ELC to the District over the four years of the grant. The Mayor, OSSE and the participating state agencies are committed to sustaining the reform strategies outlined in the District's RTT-ELC application and are committing significant District investments in helping to achieve the goals and outcomes described here. The District has a strong track-record in early childhood, achieving the goal of full participation in universal Pre-K within two years of its launch – while the expectation had been that it would take four years to get to this goal. Likewise, through the cooperation of District leaders and the higher education system, the District set the goal of having BA teachers in all Pre-K classrooms by 2017 and achieved the goal in 2013. The RTT-ELC funds will enable the District to accomplish the goals laid out here – with major impact within four years and the commitment to maintain the infrastructure that is built well into the future.

In particular, the creation of a strong and stable infrastructure for the QRIS will have lasting impact beyond the grant. The District will use CCDF funds and quality set-aside dollars, TANF transfer funds, and other investments to help programs achieve and maintain high-quality benchmarks, provide access to high-quality, effective professional development and align higher education opportunities for early childhood educators. Through the RTT-ELC grant, the District will provide an increased level of support for programs to improve quality levels in the *Going for the Gold* Quality Rating and Improvement System. The District sees the QRIS as the key to having the data and the support needed for continuous quality improvement across all early learning and development programs.

The focus of this grant is to build an infrastructure for a statewide, high-quality early learning system. As we do this, we also recognize the absolute necessity to ensure the sustainability of our efforts beyond the grant period. As such, the District is committing additional local dollars – beyond the significant investments already being made – to ensure viability. The cost of most of the staffing being funded by this grant will begin to be absorbed by the District's local budget during the last years of the grant period. In Year 3, the District will fund 25% of most personnel costs identified in the grant, and will fund 50% of these costs in Year 4.

By the end of 2017, when Race to the Top Early Learning Challenge funds have been expended, the District of Columbia will have a state-of-the-art infrastructure in place to monitor quality within early learning programs, provide professional development that supports a great early childhood workforce, and have more and more of our children with high needs enrolled in high-quality programs that support their learning and development. The State Longitudinal Education Data system – and in particular the early learning data system within that – will be an effective tool to understand the needs of children, programs and the workforce so that District leaders and community stakeholders can measure progress and make improvements over time. This investment will help us to expand and enhance the current strengths of the District, fill in gaps, and serve more children with high needs in high quality program. The District is committed to taking full responsibility for developing a comprehensive financing strategy to sustain what is built during the course of the implementation period. The Mayor’s Early Success Council will monitor the impact of each component of the RTT-ELC work and will secure the financial resources that will be needed to maintain and sustain a high quality early learning and development system in the District and ensure that the Children with High Needs in our District have full access to high quality programs into the future.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
State Funded Preschool – DC Public Schools	\$55,058,889.00	\$53,912,842.00	\$53,912,842.00	\$53,912,842.00	\$108,971,731.00
State Funded Preschool – DC Public Charter Schools	\$54,598,896.00	\$45,744,561.00	\$45,744,561.00	\$45,744,561.00	\$100,343,457.00
State Funded Preschool - Office of the State Superintendent of Education, pre-k expansion	\$8,826,000.00	\$7,346,345.00	\$7,346,345.00	\$7,346,345.00	\$16,172,345.00
Department of Parks and Recreation, therapeutic services	\$ 278,500.00	\$ 246,500.00	\$ 246,500.00	\$ 246,500.00	\$ 525,000.00
Total State contributions to CCDF[2]	\$44,278,266.00	\$45,135,823.00	\$45,135,823.00	\$45,135,823.00	\$89,414,089.00
State match to CCDF	\$2,605,362.00	\$2,605,362.00	\$2,605,362.00	\$2,605,362.00	\$5,210,724.00
TANF spending on Early Learning and Development Programs	\$37,388,000.00	\$37,388,000.00	\$37,388,000.00	\$37,388,000.00	\$74,776,000.00
DC Public Library, Children & Young Adult Services	\$559,860.00	\$592,970.00	\$592,970.00	\$592,970.00	\$1,152,830.00
Department of Behavioral Health, early childhood	4,050,964	4,501,098	4,501,098	4,501,098	\$-
Department of Parks and Recreation, early childhood	--	\$458,000.00	\$458,000.00	\$458,000.00	\$458,000.00
Office of the State Superintendent of Education, early childhood subsidy program	\$62,950,000.00	\$69,569,000.00	\$69,470,000.00	\$69,470,000.00	\$271,459,000.00
Office of the State Superintendent of		\$6,261,000.00	\$8,180,000.00	\$8,180,000.00	\$26,882,000.00

Education, early intervention program					
Office of the State Superintendent of Education, Infant & Toddler Rate Enhancement			\$11,000,000.00		\$11,000,000.00
Office of the State Superintendent of Education, Headstart Collaboration	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00	\$500,000.00
Office of the State Superintendent of Education, Child Care Development Block Grant	\$9,856,524.00	\$9,856,524.00	\$9,856,524.00	\$9,856,524.00	\$39,426,096.00
Office of the State Superintendent of Education, H25MC26302-01-00 for Community-Based Integrated Service Systems			104,061.00		104,061.00
Department of Human Services-TANF	17,051,300	15,748,950	15,748,950	15,748,950	64,298,150
TOTALS	293,576,597	294,990,877	307,914,938	296,810,877	810,693,483

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in selection criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system; and
 - Documentation of how the tiers meaningfully differentiate levels of quality.

Section B.High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.

- (a) Is based on a statewide set of tiered Program Standards that include--
- (1) Early Learning and Development Standards;
 - (2) A Comprehensive Assessment System;
 - (3) Early Childhood Educator qualifications;
 - (4) Family engagement strategies;
 - (5) Health promotion practices; and
 - (6) Effective data practices;

Going for the Gold: The District's Tiered Quality Rating and Improvement System

(QRIS): The District was one of the first States in the nation to establish a Quality Rating System when it established *Going for the Gold* in 2000. The QRIS was established to fulfill the following objectives: 1) reward programs that excel, 2) increase quality of care and education for children and families in the District of Columbia, 3) bring new providers into the subsidy system, 4) increase subsidy slots for children with high needs, 5) increase compensation for providers, and 6) help consumers be more informed about options.

The District's licensing standards serve as the foundation for the Bronze level for all programs that receive subsidy dollars, meaning that licensure serves as the entry point for programs that serve high needs children to participate in the *Going for the Gold*. The Bronze level includes compliance with all licensing standards, which are inclusive of standards for family engagement strategies and health promotion practices. The contracts issued by OSSE's Division of Early Learning to programs receiving subsidy stipulate that all programs also must use the Early Learning and Development Standards and must meet minimum Early Childhood Educator qualifications, including requiring a Program Director to possess a Bachelor's degree and a lead teacher to have a CDA or associates degree in ECE. Pending changes to child care regulations will make requirements that are currently part of subsidy contracts to be codified in child care regulations. Examples of this include use of the District's Early Learning and Development Standards (DCELS) and promoting higher teacher qualifications. The Silver level is awarded to programs that are pending accreditation, which means they must have completed a self-study incorporating the following program standards: Early Learning and Development Standards, Comprehensive Assessment System, Early Childhood Educator qualifications, Family Engagement Strategies, and Health Promotion practices. And, Gold level programs have successfully earned accreditation from one of the nationally recognized accrediting bodies,

reflecting that they are effectively implementing all of these Program Standards. The national accrediting bodies that are used at the GOLD level are the National Association for the Education of Young Children and the National Association of Family Child Care Homes.

All of the district's child care centers and family child care homes that receive subsidies through the Child Care and Development Fund are required to participate in the QRIS. Since most of the Head Start programs in the District also receive subsidy dollars, they are also participating in the QRIS. The District's public Pre-K programs in both traditional and charter public schools are license-exempt. However, some charters have elected to become licensed – and therefore participate in the QRIS – in order to receive subsidy dollars to provide wrap-around care for their students. As part of the District's RTT-ELC reform, all of the DC Public Schools blended Head Start Pre-K programs in Title I schools have agreed to participate in the QRIS. All of the DCPS Title I schools are required to meet the Head Start performance standards, as such, efforts to recognize the Head Start performance standards in the District's QRIS will facilitate their participation in the future. Pre-k programs in public charter schools will participate on a voluntary basis with incentives for participation. Currently, the QRIS has been revised and enhanced several times since it was launched and is currently in the process of a major enhancement and expansion, including a focus on creating a meaningful pathway for participation by all public Pre-K programs, creating continuous quality improvement standards, adding an environmental rating scale at the Bronze level and a CLASS at the Silver and Gold levels, and building out the standards at the Silver level to more meaningfully differentiate quality at the Silver level from quality at the Bronze and Gold levels.

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally-recognized standards that lead to improved learning outcomes for children.

The District's *Going for the Gold* has three levels – Bronze, Silver and Gold – tied to ascending rates of reimbursement. At the Bronze level, programs meet licensing standards based on an annual site visit by a trained and qualified monitor (required to possess at least a bachelor's degree) licensing monitor. The District also makes unannounced visits throughout the year, and is swift to close programs that are not meeting expectations. Licensing monitors use a *Going for the Gold* specific monitoring tool (See Attachment 117) to evaluate whether programs are meeting the bronze level standards and requirements contained within the subsidy agreement. The monitoring tool collects data on the learning environment (evidence of use of DCELS)

whether a provider met early childhood educator qualifications, and standards for family engagement and health promotion practices. In addition, programs provide data to OSSE for the Professional Development Registry.

The Silver tier is awarded when sites are “pending accreditation” with a research-based accreditation process administered by a nationally recognized accreditation body, most often the National Association for the Education of Young Children (NAEYC) accreditation for child care centers and Head Start programs and the National Association Family Child Care (NAFCC) for family child care homes. Programs are considered to be pending accreditation when they have completed their self-assessment but are awaiting final accreditation.

The Gold tier represents the highest level of quality achievement, which is NAEYC accreditation for child care centers and Head Start programs or NAFCCCH accreditation for family child care homes. Both Accreditation systems include a full set of comprehensive standards as well as attention to standards related to respecting others and cultural and language competency.

NAEYC Accreditation is considered the mark of quality in early childhood education. NAEYC Accreditation began in 1985 with the goal of providing an accrediting system that would raise the level of early childhood programs. It is important to note that over the past five years, NAEYC has completely revamped and revised their accreditation process to ensure that all of the indicators, measures and criteria that are used for accreditation are research-based and have a range of quality indicators that are linked to child outcomes. The Accreditation process includes not only a self-assessment by program sites, but a parent questionnaire and an on-site validation review by a NAEYC trained accreditor. Quality indicators for child development centers at the Gold level include the following measures as part of the NAEYC Accreditation, which includes standards in the following areas:

Children Standards under this group focus on the advancement of children’s learning and development.

- Standard 1: Relationships
- Standard 2: Curriculum
- Standard 3: Teaching
- Standard 4: Assessment of Child Progress
- Standard 5: Health

Teachers The focus for this standard is on the qualifications, knowledge, and professional commitment of a program’s teaching staff.

- Standard 6: Teachers

Family and Community Partners The two standards focus on relevant partnerships the program establishes with both families and the community.

- Standard 7: Families
- Standard 8: Community Relationships

Program Administration The final two standards focus on the program's physical environment and the leadership and management provided by the program administration.

- Standard 9: Physical Environment
- Standard 10: Leadership and Management
 - Compliance with licensing regulations
 - Director qualifications and training
 - Staff qualifications and training
 - Staff compensation
 - Parent involvement and consumer satisfaction
 - Learning environment

The Gold Level for licensed Family Child Care homes includes accreditation by the National Association for Family Child Care Association, the nationally recognized accreditation system designed specifically for family child care providers. This system was designed by hundreds of providers, parents, and early care and education experts in an effort to create a quality indicator for family child care programs across the country. NAFCC Accreditation is recognized as the highest indicator that a family child care program is a high quality environment. NAFCC Accreditation is awarded to family child care providers who meet the eligibility requirements and the Quality Standards for NAFCC Accreditation.

NAFCCCH Accreditation organizes the 289 Quality Standards into the five content areas:

1. Relationships
2. The Environment
3. Developmental Learning Activities
4. Safety and Health
5. Professional and Business Practices
 - Compliance with licensing regulations
 - Child Development Home Provider (CDHP) qualifications and training
 - Parent involvement and consumer education

- Home environment and home evaluation

(c) Is linked to the State licensing system for Early Learning and Development Programs.

The Bronze level of *Going for the Gold* is awarded to all child care programs that receive subsidy funds and are not otherwise license exempt (e.g., Pre-K programs in the traditional and charter public schools). Pre-k programs in DCPS schools are almost all in Title 1 schools that use a blended Pre-K/Head Start model that requires compliance the Head Start Performance Standards. So while these programs are not licensed, they are subject to the federal Head Start Performance reviews. As part of QRIS reform, the DCPS Head Start programs have agreed to participate in a revised QRIS and the public charter Pre K programs will be encouraged to participate in QRIS on a voluntary basis.

Over the past year, a QRIS Advisory Committee, including child care center and family child care home providers, charter school Pre-K leaders, and DC Public Schools leaders, have been engaged by OSSE's Division of Early Learning and the Mayor's Office to consider how to revise the QRIS standards to provide additional pathways for additional early learning and development programs in the District, including license-exempt public Pre-K to be able to participate in the QRIS. Related this goal, the working group advised on how to improve upon standards for programs that are currently participating in the QRIS in order to help them achieve higher tiered ratings. Recommendations included incorporating an additional set of quality standards such as use of the Classroom Assessment Scoring System (CLASS), an observational tool that provides a common lens and language focused on the classroom interactions that boost student learning. Currently, CLASS scores are collected on a sample of Pre-K teachers in state Pre-K, and the data from CLASS observations are used to support teachers' unique professional development needs, set school-wide goals, and shape city-wide reforms.

Recommendations for the Bronze level will include using an environmental rating system (ERS) to inform the quality improvement plan so that programs are more likely to move up to Silver rather than languish at the Bronze level. Part of the work of the RTT-ELC will be to develop the leadership infrastructure and staffing capacity within OSSE's Early Learning Division to manage and implement QRIS in a way that assists more providers in achieving higher ratings. Increasing OSSE's capacity will also ensure that the rating process reliably measures compliance with QRIS standards, including licensing and accreditation.

High Quality Plan for Developing and Adopting a common, statewide Tiered Quality

Rating and Improvement System

Goal B1.1: Strengthen the QRIS Connection to Quality

Rationale: The District has strong leadership and commitment to using the QRIS as a publicly recognized tool to understand the quality of early learning and development programs that are provided to children in the city, with particular attention to access to quality programs for children with high need. The QRIS not only provides a way to monitor access to quality programs by children with high needs in each of the District's eight Wards, but it is a tool that can be used to guide continuous quality improvement in all program types, including licensed child care and family child care homes, subsidized child care and family child care homes, Head Start, and license-exempt public DCPS and charter school Pre-K programs. The District's high quality plan for strengthening the QRIS connection to quality includes both engagement with key stakeholders to inform the changes and support the process as well specific work to build out the Bronze and Silver levels in order to ensure clearly understood standards and indicators of quality at each level.

The current QRIS, *Going for the Gold*, is a strong base for the enhanced and expanded QRIS. Over the past year, leaders from throughout the early childhood community have come together to make recommendations for this enhancement and expansion. The discussions regarding the participation of license-exempt public Pre-K focused extensively on creating a meaningful pathway for charters and DCPS to participate in the QRIS. Steps toward the goal of wider participation include the charter schools piloting the use of the CLASS in a sample of Pre-K programs. DCPS already uses the CLASS in all of its Pre-K programs in Title I schools. In addition, in September of this year, the authorizing body for charters in the District of Columbia approved an accountability framework for evaluating charter schools performance at the Pre-K grade level (See Attachment 112). This framework includes performance on the CLASS and in-seat attendance as important metrics for tracking the quality of Pre-K programs in charters. Given the above, scores on the CLASS will provide a strong platform for license-exempt Pre-K to participate in the District's QRIS. With increased participation, the QRIS will have more comprehensive data with which to evaluate the link between QRIS inputs and student outcomes – and in turn to evolve the QRIS to reflect this learning. That continuous improvement process will serve as a strong incentive for license-exempt programs to opt in.

OSSE will add the staffing capacity necessary to implement a QRIS monitoring system with resources from the RTT-ELC grant and local investments that will increase over time in order to ensure sustainability of the QRIS team. Through the RTT-ELC reforms, the District will

move *Going for the Gold* forward to be among the strongest QRIS systems in the nation. The time is right and the ground has been laid for immediate start-up and implementation of the enhanced QRIS rating system, provider engagement, and continuous quality improvement across all components of the early care and education system.

Activity B1.1.1. The District will regularly convene the QRIS Advisory Committee, which is comprised of key District leaders and providers who have come together in the past to inform the expansion of the QRIS. This group will serve as an advisory and problem solving group to the District around monitoring, rating processes and rating level assignment. Specifically, they will:

- Inform standards development including the build out of the Going for the Gold standards at the Silver level.
- Work with the public charter schools and DCPS to create a pathway to Silver and Gold for the public Pre-K programs that is relevant and acknowledges their teaching and learning environment and regulatory cultures, and supports continuous quality improvement.
- Inform the development of the Validation Study and selection of an independent evaluator.
- Provide input into provider and community engagement strategies and marketing materials, especially for diverse communities to help families with high needs select high quality options for their children.
- Provide input into the array of incentive strategies by program type to promote participation in QRIS and to support quality improvement for programs.
- Provide input into the professional development and technical assistance systems to ensure they are supporting programs participation, implementation of best practices and movement to higher levels of quality.
- Provide input into development of accreditation facilitation projects including possible funding supports.
- Provide input into quality improvement efforts that are needed in order to improve service for children with high needs, particularly ELLs, homeless children, and children in foster care.

Activity B1.1.2: Add Observational Assessments to Inform Quality Improvement Efforts.

While the three-level structure articulated in previous sections will not change, the bar for each level will be raised through the introduction of observational tools appropriate to the setting and age of children served that more rigorously assess quality, and that provide clear guidance on program improvement. Specifically as noted above, an Environmental Rating Scale will be added at the Bronze level and the CLASS will be added at the Silver and GOLD levels.

Activity B1.1.3. Review and Revise the Silver Level Standards. A set of standards will be defined for the Silver tier in order to enable programs to move from Bronze to Silver. Right now the Silver is “pending accreditation” – which is too big a leap for many programs and is not comprehensive enough to enable sites to “land there” when they meet quality standards above the Bronze level but may not be ready to pursue accreditation.

Activity B1.1.4. Reevaluate ‘Good Standing’ in Licensing at the Bronze Level. The National Association of Regulatory Associations will do a review of the District’s child development facility licensing and identify a set of approximately 10 or so critical licensing criteria that must be maintained on a monitoring visit and throughout participation in the QRIS. These criteria will be used at the Bronze level and as criteria for continued participation in the QRIS. The Advisory Group will recommend appropriate consequences for programs that fail to meet the critical licensing criteria.

Table (B)(1)-1: Status of all Program Standards currently used in the State

	Program Standards Elements¹⁸						
	<i>If the Program Standards address the element, place an “X” in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other

¹⁸ Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹⁸						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Licensing Standards¹⁹: Going for the Gold, Bronze Level All Licensed Programs: Head Start, child care programs receiving subsidy and non-subsidy programs			X	X	X		
Head Start Performance Standards: Licensed community-based programs, public pre-K at DCPS	X	X	X	X	X	X	
Accreditation: Going for the Gold, Gold Level, Head Start	X		X	X	X		

¹⁹ Currently all programs receiving subsidy payments are part of the QRIS, and as part of their subsidy contract, they have to use the Early Learning and Development Standards. Child Care Revisions are pending to codify this contract requirement as part of the Licensing Standards themselves.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements¹⁸						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
community-based programs, child care programs in subsidy							

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
 - (2) Early Head Start and Head Start programs;
 - (3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA;
 - (4) Early Learning and Development Programs funded under Title I of ESEA;
- and
- (5) Early Learning and Development Programs receiving funds from the State’s CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

Evidence for (B)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

B2 recommended maximum of five pages

Section B. High-Quality, Accountable Programs

B.2. Promoting Participation in the State's Tiered Quality Rating and Improvement System

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs.

In 2008, the District established universal, voluntary, high-quality Pre-K for all 3- and 4-year-olds in the District. Currently, about 70% of 3-year-olds and 90% of four-year-olds participate in public Pre-K. While there are some community-based providers that provide Pre-K in the District, the vast majority of three and four year olds are served in the public schools – DCPS and public charter schools. Pre-k is provided by DC Public Schools at 57 Title I schools that offer a blended Head Start Pre-K model and 17 traditional public schools that are not Title I. As part of the RTT-ELC reform, the DC Public Schools has agreed that all of their Pre-K programs will participate in the QRIS, *Going for the Gold* (See Attachment 31 for Letter of Support from DCPS). Pre-k is also available at 59 charter schools. As described above, as part of the RTT-ELC reform, charter schools with Pre-K will be encouraged to participate in the QRIS on a voluntary basis through the development of a pathway to Silver and Gold that includes the CLASS assessment, creates meaningful incentives for charter schools to participate, and is responsive to the charter school regulatory environment (See Attachment 112 for the Public Charter School Board Performance Management Framework).

(2) Early Head Start and Head Start programs.

In addition to the blended Head Start Pre-K programs at Title I schools, there are 10 Early Head Start and Head Start programs at community-based organizations. All of these Early Head Start and Head Start programs currently participate in the QRIS and are rated at the Gold level, except for one, which is at Silver with NAEYC accreditation pending (the provider began operating in in 2011).

(3) Early Learning and Development Programs funded under section 619 of Part B of IDEA and Part C of IDEA.

Part B services are delivered in inclusive settings in public Pre-K. As noted above, as part of the District's RTT-ELC reform, DCPS has agreed to participate in the QRIS. Part B programs at charter schools will be able to voluntarily participate in the QRIS using an alternative pathway that is developed for the charter schools as part of the RTT-ELC reform.

The District also provides Part C Early Intervention services in an inclusive setting at the child care centers, family child care homes, public Pre-K programs, and in the home environment. Child care centers and family child care homes receiving child care subsidies and some public Pre-K programs participate in QRIS.

(4) Early Learning and Development Programs funded under Title I of ESEA.

As stated above, the DC Public Schools operates a blended Head Start Pre-K model at Title I schools in the District. These programs are required to meet Head Start Performance Standards. As part of the RTT-ELC reform, these programs will participate in QRIS (See Attachment 31 for Letter of Support from DCPS).

(5) Early Learning and Development Programs receiving funds from the State's CCDF program.

All DC child care centers and family child care homes that receive subsidy funding from the Child Care and Development Fund are currently required to participate in the QRIS *Going for the Gold*. There are currently 495 licensed child care programs in the District, of which 207 are subsidized child care programs that are already rated through the QRIS. Of the licensed, non-subsidy programs, many serve children of Maryland and Virginia residents who work in the District. While the District's primary focus is to ensure high-quality programs for high need District resident children, we will offer a pathway for licensed, non-subsidy programs to participate in the QRIS.

(b) Implementing effective policies and practices designed to help more families afford

high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program).

The District has one of the lowest co-payment rates for child care subsidies in the country. In addition, given the very high cost of child care in the District, OSSE has implemented a child care subsidy guarantee for all families up to 250% of poverty – in other words, all eligible families receive a subsidy, and there is no waiting list. Once enrolled, families continue to be eligible for subsidies up to 300% of poverty. More than 60% of the child care centers in the District participate in providing child care to families with a subsidy and are therefore already participating in the QRIS.

Providers have an incentive to serve children with subsidies because the required participation in QRIS can lead to higher rates through the Tiered Reimbursement rate associated with the QRIS. Subsidy providers also have broad access to professional development and educational opportunities as well as wage incentives and bonuses through T.E.A.C.H. Early Childhood® which is prioritized for programs that achieve higher tier ratings on the QRIS. Recently, the Mayor made an \$11 million investment in infant and toddler program capacity for children receiving subsidies. These funds will be used to enhance rates at each tier and to increase the number of high-quality infant-toddler slots.

The District's investment in universal, high-quality Pre-K is a major investment in providing access to high quality early learning and care for families with 3 and 4 year old children. More than 70% of the District's 3-year-olds and 90% of the District's 4-year-olds participate in free high-quality full-day Pre-K. In Title I schools this is a blended Pre-K Head Start model that also meets Head Start performance standards. This free option for Pre-K is an incredible asset to families with low-incomes who would otherwise have to pay for child care.

High Quality Plan for B2. Promoting Participation in the State's QRIS

Goal B2.1 Expand the capacity and infrastructure for QRIS by creating a QRIS Unit at OSSE that supports the expansion of the QRIS to include all licensed early learning programs in the District.

Rationale: The QRIS currently requires participation from the child care programs and family child care homes that serve children with subsidies, including Early Head Start and Head

Start programs which receive subsidy dollars. Expanding *Going for the Gold* to more programs and reforming criteria for tiers to include alternative pathways to achieve higher tier ratings will require building the staffing and leadership capacity within OSSE's Division of Early Learning. The QRIS Unit within the Division of Early Learning will be responsible for the overall integrity and implementation of the QRIS rating system, quality improvement planning, reporting data to parents and the public, and supporting a high-quality communications strategy that engages providers and families, raises the visibility of the QRIS, creates a positive brand for the QRIS and improves school readiness, especially for children at risk. (See Attachment 114 for OSSE's Division of Early Learning organizational chart).

Activity B2.1.1 Coordinate and align the QRIS efforts with other initiatives of OSSE, including the Licensing Unit, to align policies and procedures and share staff as needed to accomplish a high-quality licensing and rating system. The specific work of the QRIS Unit includes:

- policy development and implementation of monitoring and rating programs;
- supports for programs to improve quality including high quality professional development and technical assistance;
- community, provider and family engagement;
- responsibility for developing and overseeing the system of financial supports to programs;
- coordination and alignment of the QRIS efforts with other initiatives of OSSE and
- oversight of contracts needed to create standards, implement a QRIS validation system, conduct reliable observations using CLASS™ and ERS tools with every provider and program.

Activity B2.1.2 Develop and implement a comprehensive communications strategy for the QRIS that engages providers, recognizes programs for participation and movement up the quality levels, informs families about the quality of services, provides QRIS and licensing information to the public and supports the work of the resource and referral function. Provider engagement and recognition is critical to create demand and desire for participation in the QRIS and for movement up the quality levels. The District will contract with a communications firm that is experienced with early learning and quality rating systems as well as branding to ensure public recognition and positive regard for the QRIS. The comprehensive communications plan will include a rebrand of *Going for the Gold* so that all materials that are associated with the QRIS (rating tools, description of the levels and the standards, QRIS website,

R and R materials, and parent information) have the same look and feel, that there is provider and public recognition of the brand, and there is an easily accessible website through LearnDC.org (a one-stop sources for information and resources about education in the District) that provides quality rating information to providers and the public. In addition, the communication strategy will include a plan to regularly provide public recognition to providers that move up the levels of the QRIS to higher quality. Activities could include logos and templates for providers to advertise their quality levels, materials to explain the levels for families and community organizations that work with families.

Activity B2.1.3 Provide a variety of financial and in-kind incentives to engage public Pre-K programs in voluntarily enrolling in the QRIS and for all sites to move up the quality levels of the QRIS. OSSE will set-aside a pool of funds to support professional development, quality enhancements and accreditation facilitation projects for programs participating in the QRIS. These funds will support quality enhancements and accreditation needed to move up the quality levels and will be awarded competitively based on a quality improvement plan. T.E.A.C.H. Early Childhood® will also be available for all programs in the QRIS. All of these financial incentives will be available to the Pre-K programs that participate in the QRIS. A scholarship fund will also be set up for infant and toddler professionals to enhance their skills, education and competencies through attainment of credentials and degrees at institutions of higher education in the District that form the ECE Higher Education Collaborative.

Goal B2.2 Maintain and expand the supply of high quality child care in areas with high concentrations of Children with High Needs.

Rationale: The following table from the DC *2012 Risk and Reach* report shows the distribution of subsidized child care centers by Going for the Gold Ratings.

Table 6. "Going for the Gold" Tiered Rate Reimbursement Data for Centers – Ward Level, 2012

Ward	# of Child Development Centers Providing Services to Subsidy-Receiving Families	Tiered Rate Reimbursement Level		
		Child Development Centers		
		% Gold	% Silver	% Bronze
1	23	73.9% (17)	4.3% (1)	21.7% (5)
2	15	33.3% (5)	20.0% (3)	46.7% (7)
3	1	100.0% (1)	0.0% (0)	0.0% (0)
4	31	41.9% (13)	19.4% (6)	38.7% (12)
5	28	21.4 (6)	10.7 (3)	67.9 (19)
6	24	29.2 (7)	12.5 (3)	58.3 (14)
7	38	18.4 (7)	21.1 (8)	60.5 (23)
8	38	44.7 (17)	10.5 (4)	44.7 (17)
TOTAL	198	73	28	97

Data are from the District of Columbia Office of the State Superintendent of Education, Division of Early Learning, 2012

This table shows that while a significant portion of centers in the highest risk Wards 5, 7 and 8 have achieved accreditation, they are also home to many programs at the Bronze level. As stated above, OSSE and the Mayor’s office developed a QRIS Advisory Committee that has worked for the past year on revising QRIS standards to build out the Silver Level as a landing pad for programs that want to improve quality but are not yet ready to undertake accreditation or that are in the accreditation pipeline. Recommendations have been made to improve the standards by requiring an ERS at the Bronze level and a CLASS™ at the Silver and Gold levels.

As the QRIS is revised and expanded, and as RTT-ELC investments are made, it will be critical to track and monitor improvement in access to quality programs for children with high needs – particularly those in the highest need Wards 5, 7 and 8. A core part of the District’s reform plan concentrates resources in these three Wards, including the Infant-Toddler Specialists Network described in Section (D)(2), the Health and Development projects described in (C)(3), and the P-3 alignment efforts described in Competitive Preference Priority 4. The District will track the progress twice a year of programs moving down a tier and/or closing and report results to the QRIS Advisory committee. The report will also include reasons for closing or movement down. This will enable the District to continue to monitor the capacity and problem solve quickly if negative trends are observed.

Activity B2.2.1 Track and monitor the quality ratings of child care centers, family child care homes, Pre-K programs and Head Start programs in highest risk Wards 5, 7,

and 8 and provide additional support for programs improving quality and moving up levels of the QRIS. Through the RTT-ELC funding, the District will contract with a high-performance vendor to hire, train and retain a network of 17 Infant Toddler Specialists to work in Wards 5,7, and 8 to provide coaching and mentoring to help programs move up the quality levels. This activity is fully described in Section D2. Data from this regular tracking and monitoring will be used by the OSSE RTT-ELC Director and the QRIS Manager to make policy and program changes needed to ensure that these Wards are making progress in providing higher quality care. In addition, data will be reported to the Advisory Committee as noted above.

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

The ambitious yet achievable targets for the numbers and percentages of Early Learning and Development programs that will participate in QRIS are shown in Table (B)(2)(c) below.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of Programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target-end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i> Includes DCPS and charter schools. Does not include pre-K CBOs.	142	27	19 %	110	77%	114	80%	118	83%	124	87%
Programs funded by IDEA, Part C	The District of Columbia does not have any slots funded using IDEA Part C and Part B; funding follows the child and services are integrated into existing programs. Therefore, the numbers are embedded in other rows in the table.										
Programs funded by IDEA, Part B, section 619											

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

Type of Early Learning and Development Program in the State	Number of Programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target-end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Programs funded under Title I of ESEA	The District of Columbia does not utilize Title I funds for Pre-K slots. Pre-K services are funded by local dollars through the student funding formula. Individual LEAs utilize Title I funds to support Pre-K aged students at the school level.										
Programs receiving CCDF funds/ subsidies (includes 21 preK CBOs and 16 Head Start and Early Head Start programs)	297	255	86%	263	89%	271	91%	279	94%	287	100%
Other: Non-subsidy licensed childcare	200	0	0%	10	5%	20	10%	30	15%	40	20%
<i>Note: Data are actual numbers of schools, CBOs, early head start, head start, and other programs receiving CCDF funds from administrative data sources. Pre-K CBO counts were collected directly from providers. Currently only programs receiving CCDF funds are in the QRIS. The 27 DCPS and public charter state-funded preK schools also receive CCDF funds but are shown in the state-funded Pre-K totals. Non-subsidy licensed childcare providers are a low priority because they are less likely to serve high-needs children; therefore, the targets over time are modest.</i>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing 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) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and 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.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the

State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(3):

- Any supporting evidence the State believes will be helpful to peer reviewers.

B3 recommended maximum of five pages

Section B. High Quality, Accountable Programs

(B)(3) Rating and monitoring Early Learning and Development Programs.

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency.

Current Rating System: As described above, QRIS *Going for the Gold* has traditionally been a tiered reimbursement mechanism as well as a path to accreditation. The QRIS ratings are used as part of a tiered reimbursement system with three tiers – Bronze at the base, Silver in the middle, and Gold at the top. Bronze programs are licensed, Silver programs are pending accreditation and have completed the self-study but are awaiting the validation visit, and Gold programs have accreditation either from the National Association for the Education of Young Children (NAEYC) for child care centers and Head Start programs or the National Association for Family Child Care (NAFCC) for family child care providers. All subsidized child care centers and subsidized family child care homes are required to participate in the QRIS and their subsidy rates are set based on their rating.

There are 59 public Pre-K programs operating in charter schools and 74 public Pre-K programs operating in traditional public schools. Of these, each of the 57 Title I elementary schools with early childhood programs meet both District Pre-K standards and Head Start Performance Standards. Additionally, there are 10 Head Start programs in the District and all of these programs participate in the QRIS because they all receive child care subsidy funds. All of the Head Start programs that participate in *Going for the Gold* are currently at the Gold level –

reflecting NAEYC accreditation - with the exception of one program, which opened in 2011 and is Silver due to pending accreditation.

The current rating system uses the national accreditation system for monitoring programs at the Gold level which indicates the program is accredited. NAEYC has a strong research base for the accreditation standards and continues to validate the accreditation process. For example in 2009, NAEYC completed a Reliability and Validity Study 1 (ReVal-1). At the Gold level, the NAEYC accreditors conduct a site visit that includes NAEYC Assessors who are rigorously trained to evaluate programs consistently and reliably according to NAEYC Early Childhood Accreditation Criteria. While visiting programs, assessors collect data based on documentary and observational evidence, and then return that data to the NAEYC Academy for Early Childhood Program Accreditation. Ongoing training and reliability testing ensure that assessors are always reliable; this in turn ensures the integrity of NAEYC Accreditation of Programs for Young Children.

A key component of NAFCC's accreditation process is the observation of the provider at the conclusion of self-study. The observation is conducted by an individual who has met specific eligibility requirements established by the organization. At the Bronze level, licensing monitors visit each site annually to make site visits and check for compliance with the District's rigorous licensing standards. All subsidized child care programs are rated at the Bronze level when they earn their child care license. The current QRIS includes annual licensing visits at the Bronze level conducted by licensing monitors from OSSE. Programs can then move up to the Silver level by engaging with NAEYC or NAFCC to pursue the self-study required by these accrediting bodies. If programs complete the self-study and submit it to the accrediting body, OSSE registers them as a Silver program within the QRIS. If they attain accreditation, OSSE registers them in the QRIS as a Gold program. These ratings are tied to the subsidy reimbursement rates, with Bronze programs receiving the base rate, Silver programs a step higher, and Gold with the highest rate (See Attachment 110).

While the QRIS does not currently use additional valid and reliable tools at the Bronze and Silver levels, the enhanced QRIS that will be implemented as part of the RTT-ELC reform includes an environmental rating scale by trained and reliable raters, and a CLASS™ at the Silver and Gold levels, also administered by trained and reliable raters. Both NAEYC and NAFCC cite respect for differences and cultural and linguistic competency as standards. Here is an excerpt from NAFCC standards about *Respecting Differences*:

3.43 The provider helps children understand and respect people who are different from

themselves. The provider responds factually to children's curiosity about similarities and differences among people.

3.44 The provider assures that children and their families are not stereotyped or left out of any activity because of their race, gender, ethnicity, ability, or any other personal characteristic. Girls and boys have equal opportunities to take part in all activities and use all materials.

3.45 The provider helps children notice incidents of bias and learn effective ways to stand up for each other and themselves in the face of teasing, bullying, or other forms of discrimination.

3.46 The provider introduces cultural activities based on the authentic experiences of individuals rather than a "tourist curriculum" of exotic holidays and stereotyped decorations.

Further under language and communication standards:

3.63 When the child's home language is different from the provider's, the provider shows respect for both languages by learning and using key words or songs in the child's home language.

NAEYC not only has multiple items related to cultural and linguistic competence within their standards but has strong materials to support programs in providing equitable and culturally sensitive early learning experiences as demonstrated on their website:

- [NAEYC Position Statements on Linguistic and Cultural Diversity](#)
- [Developing Culturally Appropriate Quality Rating and Improvement Systems](#)
- [Incorporating Cultural Competence in Quality Rating and Improvement Systems \(QRIS\)](#)
– Hannah Matthews, Center for Law and Social Policy
- [NAEYC Quality Benchmarks for Cultural Competence Tool](#)
- [Quality Rating and Improvement Systems that are Culturally and Linguistic Appropriate for Latinos and English Language Learners](#) - Antonia Lopez, National Council of La Raza
- [Quality Rating and Improvement Systems for a Multi-Ethnic Society](#) - Charles Bruner with Aisha Ray, Michelle Stover Wright and Abby Copeman

The District has a contract with Howard University's Center for Urban Progress (HUCUP) to regularly conduct the Infant/Toddler Environment Rating Scale (ITERS) on a sample of child care centers in the District and produce a report on the findings. HUCUP raters are trained on reliable use of the tool and the findings are used to inform quality improvement, professional development and technical assistance among child development programs in the District. HUCUP assists OSSE with quality improvement initiatives by conducting outreach

activities with early childhood stakeholders such as presenting and sharing the Pre-k and Child Care Subsidy Program Evaluations results in various venues. Additionally HUCUP is responsible for the annual evaluation of Pre-Kindergarten programs as mandated by the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008 to meet the required high quality standards by 2014.

In addition, HUCUP regularly conducts Classroom Assessment Scoring System (CLASS™) assessments in a sample of Pre-K programs, including charter school Pre-K, blended Head Start-Pre-K, regular public school Pre-K, and community-based Pre-K programs. Furthermore, HUCUP captures a representative sample of CCS community-based organizations (CBOs) and family homes utilizing 6) CLASS Toddler and CLASS Pre-K instrument in 15 months to 4 year old CCS community-based toddler and Pre-Kindergarten classrooms across each ward, and in family home settings utilizing the Family Child Care Environment Rating Scale – Revised (FCCERS-R) across each ward. HUCUP obtains student outcome assessments in the Pre-Kindergarten and CCS programs. HUCUP administers the Peabody Picture Vocabulary Test - IV (PPVT 4) and Expressive Vocabulary Test – II (EVT2) individualized assessments to a representative sample of Pre-k students across 3 sectors: DC Public Schools, DC Public Charter Schools, and Pre-K CBOs. HUCUP administers the Peabody Picture Vocabulary Test - IV (PPVT 4) and Expressive Vocabulary Test – II (EVT2) individualized assessments to a representative sample of children from the CCS programs in community-based organizations and family homes. HUCUP conduct an Infant and Toddler Classroom Quality Evaluation to continue monitoring the quality improvement of the Infant and Toddler Expansion Classrooms. HUCUP conducts progress monitoring in the Infant and Toddler Centers for Exemplary Improvement, b) Centers for Continuous Improvement, and c) Baseline Centers using the Infant/Toddler Environment Rating Scale - Revised (ITERS-R).

(b) Providing 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) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and 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.

Currently the QRIS in the District is used primarily as a mechanism for tiered reimbursement and a pathway to accreditation. While some providers that are accredited by

NAEYC and NAFCC proudly display recognition of their accreditation and inform parents of this status, there is no uniform method for providing quality rating and licensing information to parents and the public. While there is a resource and referral agency in the District, it is not as user-friendly as it could be, especially for the families of our highest-needs children. As part of the Race to the Top plan, 8 Resource and Referral Coordinators (paid for by the District) will be relocated to the DHS Family Centers in the Wards and will receive support and training from the Community and Family Engagement Coordinator at OSSE. The R and Rs will also have access to the new QRIS website which will be a comprehensive resource for informing families of their early learning program options from birth through PreK.

The DC Public Schools provides school profiles for all 85 elementary schools on its website and holds information and open-house sessions each winter leading up to the Pre-K Lottery held annually in March. The DC Public Charter School Board publishes annual reports on the performance of each charter school offering Pre-K. There is also an annual Public Charter School Expo held at the DC Convention Center, and public charter schools host their own open houses for families. This spring, most charter schools will participate in a common lottery process with the traditional public schools, enabling parents to fill out a single application ranking their choice of schools in order of preference. An algorithm will match families to schools based on preferences, simplifying what had become a confusing process for families.

Non-profit organizations have also developed materials to help parents make sense of the many options available to them and provide information on quality. As part of its Ready to Learn initiative, local advocacy organization Fight for Children created a parent-centered website including a short video (also available as a free DVD) to introduce families to common quality themes in early childhood education. The five-chapter video addresses the importance of high-quality Pre-K, the basics of navigating the process of school choice in the District, and the importance of being an engaged parent. Each year, Great Schools, with local partner organizations in the District, produces an annual printed guide called the DC School Chooser which provides directory information for DCPS, charter and private and parochial schools in the District. The Chooser uses information from DC Public Schools and the DC Public Charter School Board to assign one to five “star” ratings to schools. Great Schools DC also employs several parent advocates who meet with families one-on-one to help them navigate the process of selecting and applying to schools. DC School Reform Now (DCSRN) is another local non-profit that publishes parent-friendly materials on selecting schools and employs a team of parent support staff to help families navigate the public school choice process. The new QRIS ratings

will be added and aligned with the Chooser ratings.

Goal B.3.1. Enhance and Expand the Integrity, Monitoring and Reliability of the QRIS for the District of Columbia

Rationale: The Race to the Top Early Challenge is an opportunity to significantly enhance, strengthen and expand the District's QRIS system, *Going for the Gold*. The QRIS in the District will be totally revamped, updated and expanded as part of the RTT-ELC high-quality plan. This enhancement is already in process and the changes in standards that are required are in draft form and close to being approved and implemented. The vision is that *Going for the Gold* will be recognized as a leading QRIS in the nation and a true path to quality care and education for young children in the nation's Capital. This requires expansion of the QRIS to all of the publicly funded early learning and development programs, coupled with the use of valid and reliable tools for monitoring the programs and assigning ratings. This expansion and capacity building are core parts of our high-quality plan.

The DC Public Schools have agreed to include all of the public Pre-K programs in the District in the revamped QRIS and the public charter schools will have the opportunity and will be incentivized to participate in the QRIS. This means that the QRIS will be available to all publically funded programs serving young children in the District. Children enrolled in IDEA Part C and Part B Section 619 programs (20 U.S.C. 1431 et seq. and 20 U.S.C. §1419) receive services in these settings and will therefore be covered through this effort. The revised, more rigorous standards for QRIS will include the use of an environmental rating scale at the Bronze level to inform quality improvement efforts of the facility. This will enable OSSE to understand the baseline structural quality of the Bronze licensing level to inform professional development and technical assistance within the district. The CLASS™ will be used at the Silver and Gold levels, raising the standards for these levels, as well as providing better data to allow for validation of the QRIS. These valid and reliable tools will be administered by OSSE QRIS staff who have been trained to reliability.

Activity B.3.1.1. Establish a QRIS unit to provide reliable ratings to participating sites: A QRIS Unit will be established at OSSE to ensure that there is capacity to manage the QRIS and provide reliable ratings to all participating sites. Programs will be visited on an annual basis for licensing compliance and every two to three years for a quality rating depending on tier, although annual updates and quality improvement plans will be required. If an issue or substantial program change occurs, the QRIS unit within the OSSE Division of Early Learning,

pursuant to policies that will be established, will have discretion to verify a quality. Ratings can be requested by the program earlier than the three year intervals if there is evidence that they have made changes that are likely to have improved their rating level. These criteria will be developed as part of the work of the Quality Rating Advisory Committee. In addition, the District will contract with the National Association of Regulatory Agencies to do a review of the licensing monitoring process and create a checklist of serious non-compliance issues that will become part of the licensing and rating process at all levels, Bronze, Silver and Gold across all early learning and development programs.

Goal B.3.2. Develop a multi-faceted communications strategy (including QRIS and licensing information for all early learning and development programs, provider engagement, and parent information) that raises the visibility and impact of the QRIS, recognizes quality programs and helps parents make informed choices that lead to quality programs for their children.

Rationale: The District does not currently have a mechanism for providing 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) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and 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. The District is one of the most vibrant “school choice” markets in the nation, offering families a wide variety of free, public education options for their children from ages 3 through high school. While choice can be empowering, it places a great deal of responsibility on parents as consumers and requires navigating systems that can be confusing and frustrating to navigate, especially for families with the highest-needs. The District has a variety of ways for parents to research Pre-K options. Yet, parents of infants and toddlers must also make choices about how to care for their babies – in their own home, with family and friends, or in licensed child development centers or homes. Having a mechanism to recognize program quality and provide parents with objective information on quality is an important component of the District’s high-quality plan for children from birth to Kindergarten entry.

Activity B.3.2.1. Create communications strategy to distribute information on quality programs: As part of the retooling of *Going for the Gold*, the District will contract with

a communications firm to develop a communications strategy that positions LearnDC.org as the go-to resource for information on quality early learning and development programs from birth through Kindergarten entry. The communications firm will be required to have experience and a strong track record with branding, website development for early care and education quality rating systems, and experience working with state systems that include resource and referral, QRIS and professional development. The communications plan will have three main audiences: providers, families and other stakeholders. First the plan will establish a comprehensive approach that engages providers in understanding quality, recognizes providers who move up levels in the QRIS, and provides easily accessible information on QRIS ratings and licensing information for child care, Head Start and Pre-K programs. This approach will include a website, logos and templates where providers can tell their story of quality to the public. To recognize providers participation in the QRIS, attractive certificates of their QRIS Level (Bronze, Silver and Gold) will be designed and required to be displayed in a prominent place in their center. Part of the provider engagement campaign will be public recognition of their movement up the level in the QRIS, at an annual meeting of providers and community leaders. The QRIS Quality Certificates at the sites will also help ensure that parents are made aware of the licensing and quality status of their child care center or home-based provider, as well as their child's school-based Pre-K program. LearnDC.org must also function as a resource for the professional early learning and development community to know what their options are for professional development.

Activity B.3.2.2. Build on LearnDC.org to support families who are seeking information on quality. Next, the website will support families who are seeking information on how to understand what quality looks like and how to find quality programs. This website will also be an important tool for the Resource and Referral staff that will be based in the Department of Human Services Family Intake Centers in each Ward. The communications firm will work with OSSE to determine if the site should be linked with LearnDC.org, the District's new one-stop source of information for all publicly-funded education programs birth-18. All DCPS and DC PCSB information on school quality will also be available here. The website for the QRIS will need to be responsive to the different types of programs that will be in the QRIS (child care, family child care, Head Start, DCPS and public charter school Pre-K) and be useful for families who are seeking high quality child care. While the final site design will be informed by the comprehensive communications strategy, provider input and parent input, the general principles of user-centered design will be employed so that the site is user friendly for parents and providers.

Activity B.3.2.3. Launch a public awareness campaign to help families and the community recognize quality. Finally, a public information campaign will be undertaken to help families and other stakeholders recognize and advocate for quality in child care and Pre-K settings. Building on the success of the DCPL *Sing, Talk, Read* campaign, and the Early Intervention *Strong Start* Campaign, the District will develop a public information campaign about what quality looks like in ECE program and home settings. In partnership with third-party organizations like Fight for Children, a mixed-media and grassroots campaign will be developed to educate parents and families to recognize quality and then empower them to advocate for quality care in their child's center, home-based care or school. Natural linkages will be made from *Sing, Talk, Read* to help parents recognize the characteristics of high-quality adult-child interactions in childcare and other ECE settings. This campaign will create an appetite for a high standard in early learning programs and a public who understands the importance and necessity of funding high quality options in early learning.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) 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 Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and

Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations. Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

Evidence for (B)(4):

- Any supporting evidence the State believes will be helpful to peer reviewers.

B4 recommended maximum of five pages

B4 recommended maximum of five pages

Section B. High Quality, Accountable Programs

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

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation).

Overview of Current Practices on Support and Incentives: The District has made investments in a robust set of training and technical assistance, coaching and mentoring models, financial rewards and incentives and tiered reimbursement rates for higher quality providers. The District has been a leader in tiered reimbursement rates linked to the QRIS, including a recent \$11 million investment by the Mayor that will be used partly to increase reimbursement rates for infant and toddler providers.

The District funds Pre-K in traditional public and public charter schools at the same rate per child as the K-3 schools, with a more than \$11,000 investment per child in Pre-K. In addition, the DC Public Schools uses a blended Head Start model in Pre-K classrooms in Title 1 schools. As a result, Head Start quality dollars are available to these classrooms and are used to support a coaching and mentoring model supported by extensive professional development to help Pre-K programs make quality enhancements. DCPS also has used Head Start funds to invest in paraprofessionals, through ongoing professional development and a CDA program that has included 174 English and Spanish speaking classroom aides since 2011.

The T.E.A.C.H. Early Childhood® Program was launched by the District in 2010 in

order to support retention, advancement and higher salaries for the early care and education workforce. T.E.A.C.H. is an effective strategy to help address the need for a well-qualified, fairly compensated and stable workforce. T.E.A.C.H. addresses the enduring challenges that plague the early childhood field – high turnover, low compensation and insufficient teacher education – by building strong community approaches to professional and workforce development. The program is designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers who work in regulated settings. T.E.A.C.H. also provides bonuses and wage increases based on milestones in the educational process.

In addition, the District invested in a scholarship fund managed by UDC and the Higher Education Collaborative to support the educational needs of Pre-K educators. This fund helped the District to achieve the impressive milestone of more than 90% of Pre-K teachers having a BA.

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services).

Overview of Current Practices to Help Working Families: The District’s investment in voluntary, universal, high-quality Pre-K is a major investment in providing access to high quality child care and Pre-K services for families with 3- and 4-year-old children. More than 70% of the District’s 3-year-olds and 90% of the District’s 4-year-olds participate in free high-quality Pre-K. In Title I schools this is a blended Pre-K Head Start model that also meets Head Start performance standards. This free option for Pre-K is an incredible asset to families with low-incomes who would otherwise have to pay for child care. Because all of the DC Public School Pre-K programs in Title I schools have to meet the Head Start Performance Standards, there is attention to the full range of health, nutrition, and family supports that benefit families of children with high needs.

The District has one of the lowest co-payment rates for child care subsidies in the country. In addition, given the very high cost of child care in the District, the District provides subsidies to help more families afford high quality child care by providing child care subsidies to families up to 250% of poverty with no waiting list. Once enrolled, families continue to be eligible for subsidies up to 300% of poverty. Most of the child care centers in the District that serve children with high needs participate in the child care subsidy program. Providers have an

incentive to serve children with subsidies because the required participation in QRIS can lead to higher rates through the Tiered Reimbursement rate associated with the QRIS. Subsidy providers also have broad access to professional development and educational opportunities as well as wage incentives and bonuses through T.E.A.C.H. Recently, the Mayor made an \$11 million investment in infant and toddler program capacity for children receiving subsidies. This funding will be used for a combination of rate enhancements at each tier and funding for high-quality infant toddler slots.

High Quality Plan for(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

Overview: The District will continue to invest in the tiered reimbursement system, T.E.A.C.H. and the scholarship fund as incentives for participation in the QRIS as well as incentives to move up the levels of quality. In addition, the District will set aside a pool of funds to support quality improvement in child care and Pre-K programs across the District. The QRIS Advisory Committee in the first year of the grant will determine the incentives and cut scores that will serve as the basis for the program ratings informed by the first phase of the validation study (see B5). The QRIS Unit of OSSE will manage the expansion of the QRIS and ensure that there is a professional development system and incentives that support continuous quality improvement. Through a combination of OSSE and federal child care subsidy funds and RTT-ELC funds, a pool of resources will be administered on a competitive basis to programs to improve quality through program quality enhancements, professional development and accreditation support. These incentive dollars will be available to all types of programs participating in the QRIS, with a particular emphasis on supporting the full range of birth to five early learning and development programs in the Wards with the highest number of children with high needs.

High Quality Plan

Goal B.4.1. Provide support to programs for continuous quality improvement, particularly those serving infants and toddlers with high needs

Rationale: Until recently, the District's investments in quality activities through local and federal funds have been limited in their reach, given that the District has not had a mechanism for gathering data on program quality measures for every provider/program, except on a representative sample of programs through partnerships with research partners. Thus, the District's quality improvement activities focused on child care centers and family child care

homes that serve children with subsidies have not been targeted and tailored enough to programs' unique needs, nor has there been a mechanism to truly measure the impact of investments in professional development on models like PITC over time. A major shift has occurred with the work that has been done over the last 18 months to review the QRIS standards and make recommendations to add an ERS at the Bronze level and to build out the Silver level to include a CLASS™ observation and to expand the QRIS to include all publicly funded and licensed programs in the District. These changes will require shifts in staffing and investments in the QRIS infrastructure at OSSE as well as investments in incentives for programs that participate in the QRIS. Incentives related to educational and professional development, in addition to accreditation support, have proven to be important levers for quality improvement.

Many of the child care centers and family child care homes in the District, particularly in Wards 5, 7 and 8 are at the Bronze level of the QRIS with little or no capacity to move up the levels of quality. A recent study by the Howard University Center for Urban Progress showed that infant and toddler child care is at the low end of quality as measured by ITERS scores. Currently there are 104 child care programs serving young children in subsidy programs in Ward 5, 7 and 8 of which 59 are at the Bronze level (See Attachment 56 for a map showing all of the childcare centers Pre-K and head start centers in these Wards by their quality rating as applicable). Research shows that professional development that uses a coaching and mentoring model over a period of time is more effective than one-time, scatter-shot professional development approaches. The District has a successful coaching and mentoring model as part of the training and ongoing professional development of staff who work in blended Head Start Pre-K program sites. We know that this more intensive model increases skills and competencies and increases job satisfaction and retention, especially in communities where families face a variety of social and economic challenges.

Activity B.4.1.1. Establish a network of 17 Infant-Toddler Specialists to provide coaching and mentoring and support continuous quality improvement plans for child care centers, with a focus on moving Bronze programs in Ward 5, 7, and 8 to the Silver or Gold levels. OSSE will contract with an organization to provide performance-based coaching, mentoring and professional development by hiring a network of Infant Toddler Specialists who will be responsible for providing targeted and tailored coaching, mentoring and professional development to a cohort of infant-toddler programs that are ready to move from Bronze to Silver or from Silver to Gold. The Infant-Toddler Specialists will be trained in coaching and mentoring competencies as well as in the nationally recognized, evidence-based PITC, ITERS, and

Strengthening Families models for improving teacher-child interactions, classroom environment and relationships and supports for families.

These programs will be identified based on a set of capacity measures that include data from licensing, baseline ERS scores and scores on the Early Development Inventory (EDI), a population based developmentally appropriate measure that assess children in the Essential Domains of School Readiness. The EDI will be administered at the end of Pre-K as a measure of kindergarten readiness until the full implementation of the District’s Kindergarten Entry Assessment (KEA - See E1 section for full description). In addition, measures of interest and capacity, including information from interviews with the program’s staff and leadership, and families and other relevant measures of interest and capacity will be included.

The Infant Toddler Specialists Network will provide ongoing technical assistance focused on establishing and implementing continuous quality improvement plans for infant-toddler programs prioritizing those that provide subsidized child care; engage all infant-toddler providers in understanding what high-quality infant toddler care looks like; assist providers in assessing the type of program they are providing and together develop and implement benchmarkable strategies with defined steps to improve the programs; and develop and provide opportunities for all infant-toddler care providers to enhance skills in working with children who have developmental delays or disabilities, who are homeless or who are involved in the child welfare system. The Infant Toddler Specialist Network will have a representative on the Home Visiting Council to facilitate linkages, coordination and peer support and will be supported by an infant and toddler professional development manager at OSSE.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System	282	383	405	427	451
Number of programs in Tier 1 - GOLD	108	171	223	290	361

Number of programs in Tier 2 - SILVER	28	94	85	73	45
Number of programs in Tier 3 - BRONZE	146	118	97	64	45
Number of programs in Tier 4 - NA	Not applicable				
<i>Note: Currently at baseline, only programs receiving CCDF funds payments participate in QRIS (282 programs). However, the city intends to include 179 more programs in QRIS by calendar year 2017.</i>					

Performance Measures for (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 Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs Served by Programs in the State	<i>Baseline and Annual Targets -- Number and percent of children with high needs participating in programs that are in the top tiers of the tiered Quality Rating and Improvement System (i.e., GOLD)</i>									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target-end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: Includes DCPS and charter schools.</i>	5,000	259	5%	1,000	20%	2,000	40%	3,000	60%	4,000	80%
Programs funded by IDEA, Part C	The District of Columbia does not have any slots funded using IDEA Part C and Part B; funding follows the child and services are integrated into existing programs. Therefore, the numbers are embedded in other rows in the table.										
Programs funded by IDEA, Part B, section 619											
Programs funded under Title I of ESEA	The District of Columbia does not utilize Title I funds for Pre-K slots. Pre-K services are funded by local dollars through the student funding formula. Individual LEAs utilize Title I funds to support Pre-K aged students at the school level.										
Early Head Start and Head Start	1,298	1,140	88%	1,298	100%	1,298	100%	1,298	100%	1,298	100%
Programs receiving CCDF funds/subsidies (includes 21 preK	5,783	2,675	46%	3,470	60%	4,048	70%	4,337	75%	4,626	80%

Performance Measures for (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 Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs Served by Programs in the State	Baseline and Annual Targets -- Number and percent of children with high needs participating in programs that are in the top tiers of the tiered Quality Rating and Improvement System (i.e., GOLD)									
		Baseline (Today)		Target-end of calendar year 2014		Target - end of calendar year 2015		Target-end of calendar year 2016		Target-end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
CBOs)											
Other: Non-subsidy licensed childcare	4,000	0	0%	200	5%	600	15%	800	20%	1,200	30%
<p><i>Note: Data represent high-needs children who participate in Gold (tier 1) of QRIS. High needs children were identified from administrative data sources. The number of high needs children in state-funded preschool and non-subsidy licensed childcare were estimated due to only 70% match of student identifiers for foster care children to the state funded preschool and non-subsidy licensed care children, as well as challenges of identifying unduplicated children who met only one of the high needs criteria. The two numbers are within a reasonable range when compared to children identified using TANF (one of the high needs criteria). Non-subsidy licensed childcare providers are a low priority because they are less likely to serve high-needs children; therefore, the targets over time are modest.</i></p>											

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.

(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(5):

- Any supporting evidence the State believes will be helpful to peer reviewers.

B5 recommended maximum of five pages

Section B. High Quality, Accountable Programs

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.

High Quality Plan for (B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.

Goal B.5.1. Validate the effectiveness of the District's QRIS in differentiating program quality.

Overview: As the District embarks upon the revision and expansion of its QRIS, we are committed to ensuring that the revised QRIS accurately reflects differential levels of program quality. The District will begin revisions of the QRIS in Year 1 of the grant and will fully implement the enhanced rating system by Year 2. In Year 1 of the grant period, the District will solicit bids for an independent evaluator to validate that the three revised tiers of the QRIS – Gold, Silver, and Bronze- reflect differences in the quality of programs assigned to each rating. While the District will design the validation study in association with the selected evaluator, the project will include family childcare and center-based programs serving infants and toddlers, as well as Pre-K programs across CBOs, public schools, and public charter schools. The study will likely proceed in two phases as described below: 1) setting appropriate levels for each QRIS tier, and 2) assessing the alignment of QRIS ratings with children's progress – and will take place over the four years of the grant period. Phase 1 will begin in Year 1 of the grant and Phase 2 will begin in Year 3, once the enhanced QRIS has been implemented.

Activity B.5.1.1 Implement Phase 1 of the validation study. Phase 1 of the validation study will assist the District in ensuring that the bar set for each level of the QRIS accurately differentiates between acceptable, high, and exemplary levels of quality. This Phase will begin in Year 1 of the RTT-ELC.

The first part of the validation study will be to analyze the data that has been accumulated

from CLASS™ and Environment Rating Scale assessments completed within the last year by reliable assessors. The sample will be large enough to provide findings for each type of site in the QRIS, child care centers serving infants and toddlers, child care centers serving preschool age children, family child care homes, Head Start, combined Head Start-Pre-K in DCPS Title 1 schools, Pre-K in the non-Title 1 public schools, and public charter school Pre-K programs. The evaluator may recommend that some additional random assignment programs be assessed with one tool or the other to round out a strong sample. The initial analysis will be completed using data of programs prior to a 'cut point' score being established for the level. The ratings will be analyzed in relation to the level of the program (Bronze, Silver, Gold) and this initial activity will assist the District in establishing 'cut points' for each tool at each level. This initial work will also include a national scan regarding state cut points on each tool at the highest and mid-point levels of quality.

Also during Phase 1, a sample of current Bronze-level sites will be selected for review for "serious compliance issues" - a list that will be created based on a review of licensing standards. ERS scores from the baseline study of Bronze sites will be analyzed and recommendations will be made for the use of ERS as part of the Bronze level rating in the QRIS. A sample of Silver and Gold programs may also be assessed with the ERS to strengthen verification of differentiation of the levels.

Activity B.5.1.1 Implement Phase 2 of the validation study. Phase 2 of the validation study will focus on identifying which components of the QRIS are most closely related to child progress and child outcomes. Special attention will be paid to documenting program features most closely associated with differences in child outcomes for Children with High-Needs. While this aspect of the validation study will be designed in cooperation with the selected evaluator, Phase 2 will include child outcome measures inclusive of all five of the Essential Domains. The District is currently involved in a pilot of *Teaching Strategies GOLD* and this will inform the selection of the outcome measure. The sampling methodology will include infants, toddlers and Pre-K children across all of the District's program settings. The District is also part of a multi-state consortium developing a Kindergarten Entry Assessment (KEA) as explained in section E1. The KEA will provide information for the District about how ready children are coming to kindergarten and reference the type of program the child experienced prior to kindergarten entry. In conjunction with the evaluators, the District will ensure that Phase 2 examines the extent to which the QRIS provides reliable findings for the range of early learning settings in the District as well as a process for measuring child progress and child outcomes that are valid and reliable

across program types and for all children. Over time, this information will assist the District in understanding the relationship between early learning program quality and program type and children's school readiness and performance on the 3rd grade performance measures.

The District currently has a longitudinal database that includes all 3 and 4 year olds. Children receiving a subsidy have a unique identifier in the system. The database is currently being built out to include Head Start and additional community based settings as well as infants and toddlers.

Currently, the QRIS includes compliance with licensing regulations, provider qualifications and training, parent involvement and consumer education, and environment and evaluation as components of all three rating levels. While these components were selected based on best practice in the field, the District has not yet conducted research to assess the correlation of each component with child outcomes. Phase 2 of the validation study will provide an evidence base for the District to better understand the connection between QRIS components and outcomes for Children with High Needs.

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

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points

The applicant must address two or more selection criteria within Focused Investment Area (C), which are as follows.

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;*
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;*
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and*
- (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.*

.If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily. In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and

Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet the elements in selection criteria (C)(1)(a) and (b), submit--
 - Proof of use by all types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high quality; and
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

CI recommended maximum of three pages

Section C. Promoting Early Learning and Development Outcomes for Children

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The District has a strong track record in the development and use of early learning standards and has chosen this as a continued focus within RTT-ELC. In 2008, the District worked with national experts to develop and adopt Early Learning and Development Standards that included all domains of child development and were aligned with the state's K-3 standards. Shortly after, in 2010, the District adopted the Common Core State Standards (CCSS), resulting in additional work to fully align the ELDS with the CCSS. As part of the RTT-ELC work, the District will continue to refine the DCELS to ensure that they guide the work of ECE professionals in all settings. In particular, work will be done to create a Standards Entry Points manual that will guide differentiated learning that meets the needs of young English Language Learners and children with special developmental needs and to train all levels of professionals (teachers, principals, administrators) on the material. A comprehensive program to engage parents in understanding and using of the Early Learning Standards will also be developed and implemented.

The District will also, as part of its involvement in a cross-state consortium, identify Common Essential Standards (CES) that are most predictive of school readiness. These standards will be

highlighted in a revised version of the DCELS, and training on the use of the CES will be provided for all ECE professionals. Our cross-state collaboration will also yield a set of K-3 School Readiness standards that the District will use to enhance the CCSS at the early elementary level, adding to the continuity between ECE and early elementary and sustaining the gains we have made in reducing the readiness gap for Children with High Needs.

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness.

The District first developed its Early Learning and Development Standards (herein referred to as the DCELS) for Pre-K in 2005, and standards for infants and toddlers have been in place since 2008 (See Attachment 7 for the District of Columbia Early Learning Standards and Attachment 67 for the State Board of Education Resolution on Revised Early Learning Standards). Together these standards guide the work of educators to create developmentally, culturally, and linguistically appropriate experiences for young children. The standards development process drew upon significant local and national research expertise, and broad stakeholder engagement, including several public hearings (See Attachment 68 for list of participating experts). As a result, the earliest iterations of the District's standards emphasized all domains of development and learning consistent with the NAEYC/NAECS/SDE guidance and were aligned to the Essential Domains of School Readiness. They also set age-appropriate expectations by linking content and desired outcomes to specific ages or developmental periods. In other words, they are not backwards mapped from standards for older children.

In 2010, the District adopted the Common Core State Standards (CCSS) for grades K-12. The DCELS were subsequently aligned with the CCSS and the aligned DCELS were adopted by the State Board of Education in 2013. The DCELS include a new presentation format which displays indicators appropriate for each age level of children: infants, toddlers, twos, preschool (3-year-old), and Pre-K (4-year-old). Kindergarten exit expectations, based on the CCSS, are also included for educators to easily view the continuum of learning from birth through kindergarten. The standards include examples and suggested activities for educators that assist them in making decisions about organizing developmentally, culturally, and linguistically appropriate experiences for children at each developmental level. The DCELS alignment to the CCSS process initiated further opportunities for the DCELS to be peer reviewed, and for additional consultation with national experts, including researchers in dual language education

and individuals with professional expertise in culturally-appropriate practices. Table 1 demonstrates that the DCELS covers the Essential Domains of School Readiness as defined in the RTT-ELC application.

Table 1:

Essential Domains of School Readiness	DC Early Learning Standards
Language and Literacy	<ul style="list-style-type: none"> ➤ Communication and Language ➤ Literacy
Cognition and General Knowledge	<ul style="list-style-type: none"> ➤ Mathematics ➤ Scientific Inquiry ➤ The Arts ➤ Social Studies
Approaches to Learning	<ul style="list-style-type: none"> ➤ Approaches to Learning
Physical Well-Being and Motor Development	<ul style="list-style-type: none"> ➤ Physical Development, Health, and Safety
Social Emotional Development	<ul style="list-style-type: none"> ➤ Social-Emotional Development

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics.

As stated above, the District adopted the CCSS in 2010, and in 2013, the DC State Board of Education formally adopted an alignment of the DCELS to the CCSS (See Attachment 67 for the State Board of Education Resolution on Revised Early Learning Standards). This alignment presents the standards and indicators appropriate for each age level of children in conjunction with all Common Core Kindergarten exit expectations, including early literacy and mathematics. The alignment also provides new examples of mastery of the standards and supportive practices that offer ways teachers can help students learn the skills for each standard.

A key finding and recommendation from the State Early Childhood and Development Coordinating Council (SECDCC) upon completion of the District’s DCELS alignment to the CCSS was for the District to consider developing more comprehensive standards for the early primary grades in all of the Essential Domains of School Readiness. The SECDCC pointed out that the DCELS alignment with the CCSS showed strong alignment in the areas of the Common Core (English Language Arts and Math) but weaker representation in other Essential Domains of School Readiness (Approaches to Learning, Social and Emotional Development and Physical well-being and motor development). As part of the high quality plan presented in the competitive preference priority #4, the District plans to act on this recommendation by supplementing the current K-3 standards, so that the District will have a complete continuum of standards that extends the Essential Domains of School Readiness upward into the primary

grades.

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State’s Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children’s learning and development.

Program Standards: The District’s QRIS, *Going for the Gold*, requires participation by all programs receiving subsidy payments. Licensing standards serve as the foundation for the bronze level in *Going for the Gold*, and pending revisions, the licensing standards will require ALL programs to utilize curricula and assessments aligned to the DCELS. Programs will be supported in meeting these new requirements with resources from the RTT-ELC grant as described in Section C2. Currently, child care subsidy programs serving the District’s children with high needs are required to use curricula aligned to the DCELS as part of their subsidy contracts. Licensing monitors visit programs annually and data is collected about how the program’s learning environment (schedules, routines, curricula) reflects the expectations inherent in the DCELS. The proposed revisions to child care licensing will ensure that the expectations for programs outlined in the subsidy contracts are reflected in child care licensing standards, and also promote the DCELS in programs that currently do not have to participate in *Going for the Gold* because they do not receive subsidy funds. *Going for the Gold’s* standards at the highest tier are based on national accreditation standards, which require programs to demonstrate use of research based, developmentally appropriate standards, and on-going professional development on use of the standards. In addition, 10 community based Head Start programs and all DC Public Schools requires schools receiving Title I funds to adhere to the Head Start program standards. These schools utilize an alignment of the DCELS with the Head Start Child Outcomes Framework (See Attachment 115).

Curriculum, Activities, & Assessment: Early Learning and Development programs serving children. The DCELS guide the work of educators in making decisions about organizing developmentally appropriate activities for children at each developmental level, and guide decisions around appropriate curricula and assessment. A number of well-known high-quality curricula and assessment, aligned to the DCELS, are used in early learning and development programs in the District. The Creative Curriculum is the most widely used in

community-based programs, family child care homes, and in 30% of public Pre-K programs. The Tools of the Mind curriculum is implemented in 150 Pre-K classrooms. The GOLD assessment is the most widely used assessment in community-based programs, Head Start, and Pre-K programs in the District. The alignments for these curricula and assessments to the DCELS are included as evidence in the appendix (See Attachment 62).

Alignment to the Workforce and Knowledge and Competency Framework & Professional Development. The DCELS served as the foundation for the development of the District's Workforce and Knowledge and Competency Framework – DC Professionals Receiving Opportunities and Support (DC PROS) (See Attachment 86). The DCPROS was developed in 2009, after the District completed work on the development of its infant and toddler standards. The DCPROS addresses the DCELS by including requirements for educators to be knowledgeable of the DCELS and how to use them in planning processes. In addition, the DCPROS include requirements for teaching practices that promote children's development and learning aligned with expectations in the DCELS.

The District provides regular opportunities for educators to receive training on DCELS in a variety of ways. The professional development team in OSSE's Division of Early Learning provides training opportunities and resources to licensed providers and public Pre-K teachers to promote and support use of the DCELS and tracks their participation in DCELS professional development offerings. As part of the roll out of the new DCELS alignment to the Common Core State Standards (CCSS) all licensed child development centers serving children with high needs (as defined by participation in child care subsidy program) received training on the DCELS. The DCELS training is organized into three tiers: 101 is a general overview of the DCELS document, meant to familiarize professionals with the standards and their intended uses; 201 is a more in-depth offering focused on implementing the standards as part of lesson- and unit-planning; 301 is an advanced offering focused on the alignment of curricula and assessments to the DCELS. (See Attachment 70 for a schedule of trainings for FY2014).

In addition to the OSSE sponsored trainings on DCELS that are available to all early learning and development programs in the District, public Pre-K directly supports training on the DCELS. At DCPS, training on the DCELS is incorporated into the coaching model at all Title I schools, and offered at all schools serving Pre-K aged children. Coaches provide job-embedded professional development that incorporates the DCELS, including model lessons, side-by-side coaching, and observation feedback. Charter Schools are also developing innovative models for supporting educators' understanding of the DCELS. For example, through an Early Reading First

Grant, a partnership between several charter schools – AppleTree Early Learning PCS, Early Childhood Academy PCS, and DC Prep PCS – has worked as a community of practice to create Every Child Ready, a Response to Intervention model for preschoolers. These schools also received an Investing in Innovation (I3) Grant in 2010 to continue their work on this project, which focuses heavily on intense coaching of instructional staff to improve learning outcomes, based on the DCELS. The District’s high-quality plan outlined below will expand on these successful models.

Shared with Parents and Families. Parents and families are their child’s first teacher and the District has worked hard to ensure that they are supported with the knowledge they need to help support the growth and development of their children. Copies of the DCELS are available to parents, families and communities on-line through the state-created website, www.learnDC.org. The early childhood section of the portal has a prominently displayed link to the DCELS and includes a variety of parent resources, including suggested strategies for parents to use at home with children and books for parents to read with their children at every age from birth to age 8. OSSE has also developed a document, *How to Support Your Child with the DCELS*, a paper guide to help parents understand the standards and provide them with suggested strategies and ways to incorporate the standards in the daily lives of families. The guide is in the process of being translated into six languages spoken by District families: Spanish, French, Amharic, Korean, Vietnamese and Chinese. In addition, the District supports other initiatives that are based on the DCELS and support parents’ knowledge of child development and school readiness. Most recently, OSSE’s Office of Special Populations launched the highly successful Strong Start campaign to help parents recognize important developmental milestones (See Attachment 61), and in partnership with the DC Public Libraries, initiated an early literacy campaign – *Sing, Talk, and Read* – to reach parents with important information about how to support their children’s school readiness (See Attachment 60).

Both of these campaigns use multiple methods to engage families including direct contact at cooperating agencies, online resources linked from several target websites, radio spots, and public information campaigns throughout the Metro transit system and in grocery stores. These resources are designed to provide families with concrete and simple “do-it-yourself” strategies they can use at home to promote their children’s learning and development, and to drive families to resources and more substantial supports where there are concerns about atypical development. The Division of Early Learning at OSSE also sponsors parent-specific trainings as part of the District’s Week of the Young Child events and recently, held a Parent Engagement Conference

at the Washington Convention Center. More than 300 parents attended the trainings and suggested in their evaluations that additional trainings be offered within local communities. OSSE's Division of Early Learning is expanding upon its current family engagement resources as part of the high-quality plan outlined in Section B, including further development of family training and an expansion of www.learndc.org.

(d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

The DCELS provide the foundation for teaching and learning, and guide educators' decision-making regarding how to promote children's development and learning. OSSE's professional development staff provide training directly to educators and also develop materials for early learning and development programs to support the use DCELS. These trainings are also open free of charge to all licensed child development programs, Head Start, and public Pre-K. The District recognizes it is essential for current and expanded home visiting programs to utilize the DCELS as part of their efforts to serve families, especially given the focus of these federally and locally funded programs on reaching families with the highest needs. The District's high-quality plan below outlines plans to further leverage home visitors as a powerful mechanism for helping families, particularly those with the highest needs, gain understanding of the DCELS and get oriented to and connected with other resources and services that assist them in supporting their children's development and learning.

High-Quality Plan for (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

Goal C.1.1: Revise the DCELS based on expert content and cultural and linguistic analyses and highlight the Common Essential Standards.

Rationale: The District is proud of the work over the years to develop the DCELS that cover all of the Essential Domains of School Readiness for children from birth to kindergarten entry, and the accomplishments to date to promote and support their use across all early learning and development programs in the District. The District also maintains a strong commitment to ensuring that the DCELS are reflective of the most current knowledge and understanding regarding children's development and learning. Like most states' early learning and

development standards, the DCELS are research based and developed using a peer review process. The District is therefore seeking a more rigorous content analysis of the DCELS, with particular attention toward strengthening the standards for linguistically and culturally diverse children. The District's work with a K-3 assessment consortium of states to develop a kindergarten entry assessment based on common standards (described in Section E) provides the opportunity for the District to further analyze the DCELS to determine which standards are most essential, important and predictive of school readiness and success for children. The District's high-quality plan below describes how its participation in the K-3 assessment consortium will further improve upon the strength of the DCELS, particularly for use with special populations.

Activity C.1.1.1: State by State Analysis of Existing Pre-K Early Learning and Development Standards. The District is participating in a Consortium funded through an EAG grant to develop a common KEA embedded in a K-3 assessment (see section E for details). As part of this work, the Consortium states and other interested states will work with BUILD and the leading experts in early learning and development standards, Dr. Sharon Lynn Kagan and Dr. Catherine Scott-Little, to develop exemplary early learning and development standards. This effort is designed to identify Common Essential Standards (CES) among the Consortium states. The first phase of the process will be to analyze the content of each state's existing ELDS. The District will participate in this analysis process and will use the results to revise the content of our standards to ensure that they are of the highest quality (see Attachment 73 for a description of the CES Project). BUILD has secured resources to start the analyses necessary for the CES project in Fall 2013, beginning with analysis of ELDS for the year before kindergarten from each of the Consortium states. Two types of analyses will be conducted for our state: 1) content analysis, and 2) a cultural and linguistic review to provide recommendations for improving the cultural and linguistic appropriateness of the ELDS. This phase of the project will be completed by April, 2014.

Activity C.1.1.2: Content and Cultural Linguistic Analyses for remaining DCELS. Once the analyses of states' ELDS for Pre-Kindergarten children are complete, the analyses will be expanded to include younger age groups. Consortium states will provide their ELDS for infants, toddlers and three-year-olds, and similar content analyses and cultural and linguistic reviews will be conducted for these age groups. The analyses will examine the content that is addressed in the standards to see what they have in common, with a particular focus on the age-, cultural- and linguistic- appropriateness of our state's ELDS. We will receive a profile of the DCELS for birth through Pre-Kindergarten, along with recommendations for revisions to

improve the quality of the standards. The analyses described above will be conducted over the course of the RTT-ELC grant period. Additional analyses to be conducted on the younger age groups will be completed during the first two years of the RTT-ELC grant, with a full set of analyses available by December 2015 to guide our state's revisions.

Goal C.1.2: Provide appropriate guidelines for teachers and caregivers for differentiated learning.

Rationale: As outlined in Section A, the District of Columbia serves a growing number of English Language Learners (ELLs) and children with special needs. Educators working with these children need tailored strategies that are specific to how to provide standards based instruction, that truly make the standards accessible for teachers of *ALL* students. The NAEYC and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) have emphasized that “the content of effective early learning standards, and expectations for children’s mastery of the standards, must accommodate the variations—community, cultural, linguistic, and individual—that best support positive outcomes. To do so, early learning standards must encompass the widest possible range of children’s life situations and experiences, including disabilities” (2002, p.5). In practice this means that to ensure ELLs and children with special needs are prepared to enter Kindergarten, there has to be flexibility in the standards and also appropriate guidelines for educators to use that can inform their teaching practices and help these children succeed. Appropriate guidelines for teachers on how to capture the core intent of the standards at reduced levels of complexity is needed in order to support them in providing scaffolded instruction for all types of learners and to allow for children to access the curriculum. The District’s plan to develop and train on a Standards Entry Point manual will address this need.

Activity C1.2.1: Create a Standards Entry Points manual for differentiated learning that address ways ECE professionals can meet the learning needs of English Language Learners, and children with Special Needs. To bridge this gap, the District will develop an Early Learning Standards Entry Points manual with additional “Supportive Practices” specific to children with developmental delays and ELLs ages birth to five. The Office of Special Populations at OSSE has drafted a set of recommendations aligning the DCELS with the unique education needs of special populations and will collaborate with the Division of Early Learning to develop the Standards Entry Points (capturing the core intent of a standard at reduced/differentiated complexity) manual for early childhood. For example, the manual would

describe for teachers how to use the home language as an “entry point” to support a child’s mastery of a content standard in the language and literacy domain. OSSE will leverage the expertise of its partners in institutions of higher education and researchers from the EAG Consortium to examine the research to determine how the skill-mastery progression of ELLs and students with special needs can be integrated into a set of entry points, and how the standards entry points can be integrated with research-based strategies that can be used effectively by early childhood educators to differentiate instruction according to an individual child’s unique starting point. This manual will serve as an extension of the District’s existing Entry Points document that was developed, with resources from the K-12 Race To the Top, to support curriculum access for students with special needs in grades 3-8 and 10 (See Attachment 64 for OSSE’s existing Entry Points document). This work will commence in June 2016 and be completed by June 2017.

Goal C.1.3: Expand understanding of and commitment to the revised DCELS across Early Learning and Development Programs, including Home Visitation Programs.

Rationale: As previously discussed, OSSE’s Division of Early Learning provides regular training and develops resources that support the use of the DCELS in early learning and development programs. The recent alignment of the DCELS to the CCSS document required the Division of Early Learning at OSSE to engage in a robust effort to disseminate the new standards alignment document and train ECE professionals throughout the District, including professional development providers, instructional specialists, teachers, and administrators. Once the DCELS are revised based on the activities described above in Goal 1, the District will need to implement a similar strategy to deliver professional development on the DCELS and the companion entry points manual (described in Goal 2). OSSE professional development staff will develop training that will allow educators, including principals and certified professional development providers to implement these entry points in instruction that is tailored to ELLs and students with disabilities (Goal 3 of the high quality plan). Taken together, the District’s activities related to further improving its early learning and development standards, (Goal 1), ensuring that educators have specific guidance on how to use them with special populations of children (Goal 2: Standards Entry Points Manual), and the development of a formative assessment aligned to these standards (described further in E1 and Competitive Preference Priority #4) will ensure that all educators working in the District’s early learning and development programs have the resources, tools, and competencies to provide all children with high-quality instruction and support for their

development and learning.

The DCELS are used across all early learning and development programs in the District to guide their work with children and families. The District's high quality plan will build on this by implementing activities that will serve to deepen understanding of and commitment to the revised DCELS. As previously noted, public Pre-K programs are integrating the DCELS into communities of practice (CoPs) for the purposes of enhancing educators' ability to provide standards based instruction. The District's high quality plan will leverage these successful models already in place in the District in order to promote use of the revised DCELS and companion guidance for teachers (Standards Entry Points Manual & revised DCELS) across all early learning and development programs. Research on communities of practice suggests that participation in such communities builds social capital among the members and can both deepen understanding of and commitment to their professional role, linked to positive impacts on children.

In addition, as described above, the District funds a number of home visitation options through a combination of federal and local dollars. These programs serve the families with the highest needs when mothers are pregnant or infants have just been born. Several of the home visitation programs already promote understanding of the DCELS with families by drawing upon the existing resources for families. The District's high-quality plan described below will bring a greater focus on ensuring that staff working across all home visitation programs in the District are well versed in the revised DCELS, and use them to guide their work with families with high needs.

Activity C.1.3.1: Train early learning and development professionals on revised standards and Standard Entry Points Manual. OSSE's Division of Early Learning plans to support professional development on the revised DCELS and companion entry points manual across all early learning and development programs. To accomplish this goal, OSSE professional development staff will design training that provides both a general overview of the revised DCELS and a deeper emphasis on the common essential standards that are identified as part of the BUILD Initiative Common Essential Standards project described in Goal 1. The professional development will facilitate understanding among educators regarding how to focus on specific standards while not neglecting other important skills captured by the comprehensive DCELS. OSSE will also develop training on the Early Learning Standards Entry Point manual. Special attention will be paid to educators working with infants and toddlers and special populations on training topics such as – typical and delayed patterns of child development,

expressive and receptive English-language development skills, and cultural and linguistic considerations for working with diverse children and families. This work will begin in 2017 upon completion of the revised DCELS.

Activity C.1.3.2: Train home visiting staff on revised standards and Standard Entry Points Manual. With ELC grant funds, in collaboration with the Home Visiting Council (See Attachment 27 attached Letter of Support) the District intends to provide intensive training to home visiting staff on the DCELS across all four years of the grant. These training opportunities will ensure that those professionals working with high needs families in the first few months of a child's life will begin to integrate the DCELS into parents' understanding of school readiness and help ensure that families fully leverage all of the District's activities related to providing families with resources to support their children's development and learning. The District's high-quality plan for professional development for home visitation staff is aligned to the development of new resources for families related to DCELS (described in Section B) and improvements upon the DCELS described in Goal 1.

Activity C.1.4.1: Provide grant funding to create cross-sector collaboration for DCELS Professional Development. OSSE will offer two grants to create two sets of Communities of Practices (CoPs) focused on implementation of the revised DCELS. The DC Common Core Collaborative, a CoP for K-12 teachers formed as part of a grant from the District's K-12 RTT work, will serve as the model for developing this ECE instructional CoP grant program. OSSE's Division of Early Learning will provide grants for leader and teacher CoPs that will be distributed competitively across all early learning and development programs. Proposals that (a) propose cross-sector collaboration, or (b) focus on professionals working with infants and toddlers will be strongly encouraged.

Impact on Children With High Needs:

- DCELS will be strengthened for linguistically and culturally diverse children
- DC's participation in the K-3 assessment consortium will improve the use of DCELS with special populations
 - This includes reviews to ensure ELDS are culturally and linguistically appropriate
- DC's development of an Early Learning Standards Entry Point Manual will provide guidelines that will make the standards accessible for teachers of all students – including those ELLs and children with special needs.
 - The manual will address ways ECE professionals can meet the learning needs of ELL and children with special needs.
 - The manual will capture the core intent of a standard at differentiated complexity
- Trainings on the DCELS will be tailored to include guidance on their use with ELLs and special needs children. This extends to staff working with home visitation programs

which serve families with the highest needs.

Impact on Early Learning and Development Programs:

- All programs will have a deepened understanding of, and commitment to, the revised DCELS. This will be reinforced through professional development of the new standards.
- The Home Visitation Program staff will be well versed in the revised DCELS and will use them to guide their work with families with high needs.
- Cross-sector collaborations will be encouraged through the Communities of Practices grant program.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs;

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children's development and needs; and

(e) Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children's care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Attachment, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Section C. Promoting Early Learning and Development Outcomes for Children

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

Developmental Assessment: The health and developmental assessment component of comprehensive screening is also addressed in Section C3. Health and developmental assessments are critical for prevention and early identification of child health and developmental issues. The District has one of the highest rates of insured children in the nation; 80% of the District's children are enrolled in Medicaid. Of these children, 77% receive regular well-child visits. As part of the C3 plan, the District's Department of Health Care Finance is working with the Managed Care Organizations to provide incentives for primary care providers to conduct the full EPSDT screening according to the recommended schedule, so that children receive timely and appropriate health and developmental screening, assessment, referral and treatment. This is critically important, especially for infants, birth to age three, who are often not connected with other systems. In the District, about 25% of infants and toddlers are enrolled in licensed child care while the rest are at home or in family, friend and neighbor care. For children ages 3 to 5, developmental screening is universally available through Early Stages, the District's Child Find program. Screenings are conducted using valid and reliable instruments that address each of the following areas: vision, hearing, speech/language skills, social/emotional development, and general development including but not limited to gross and fine motor skills, language and cognition. These services are available free to all District families, whether their child goes to public school, private school, is home-schooled or has not yet entered school.

Formative Assessment: As part of the District's RTT-ELC plan, child care centers that serve children with subsidies will be trained to use Teaching Strategies GOLD as a formative assessment tool. Currently, all DC Public School Pre-K programs are using Teaching Strategies GOLD to assess the progress of children. All but 17 of these are school wide Title I programs that operate through a blended Head Start-Pre-K model. Additionally, a number of the Head Start programs that are not affiliated with the DC Public Schools use Teaching Strategies GOLD as a formative assessment to measure children's progress. The charter school Pre-K programs are required to use a formative assessment that is determined by each school. Several of the charter Pre-K programs have selected Teaching Strategies GOLD as the tool of choice.

Measures of Environmental Quality: The District uses an environmental rating scale

as part of a regular study of subsidized child care centers in the District, conducted by Howard University Center for Urban Progress. The regular study is funded by OSSE as part of the quality improvement plan for the Child Care Development Fund quality set-aside. Howard University researchers used trained, reliable raters to assess a sample of centers using the Infant-Toddler Environmental Rating Scale (ITERS) and the Early Childhood Environmental Rating Scale (ECERS) developed by the Frank Porter Graham Center at the University of North Carolina. As part of the District's High Quality Plan, all centers at the Bronze level of the QRIS will be rated using the ITERS for infant toddler programs and the ECERS for preschool programs. These environmental rating scales were selected because they have been shown to be reliable measures of key elements of process quality. Process quality includes the interactions, learning activities and materials, learning opportunities, and health and safety routines in early childhood settings. When process quality is rated higher, research shows that children develop more advanced language and mathematics abilities and social skills. Lower ratings of process quality have been linked to increased behavior challenges in the classroom.

At the Gold level of the District's QRIS, the NAEYC accreditation process includes a validation visit and observation that includes assessment of a program's performance on ten NAEYC accreditation standards. While this is not the same rating process as the ITERS and the ECERS, the NAEYC does monitor structural and process quality using a set of required tools for each standard. Programs must meet above 80% of the items in each standard in order to receive accreditation. A number of other factors are also considered as part of the accreditation approval or denial process.

Measures of the Quality of Teacher-Child Interaction: The District uses the CLASS (Classroom Assessment and Scoring System) to assess the quality of the classroom environment in all public Pre-K programs, within the DC Public Schools and in the charter school Pre-K program. The CLASS is a reliable, valid tool that measures teacher-child interactions as a strategy to ensure that effective, intentional teacher-child interactions exist to support positive learning outcomes. The CLASS has been used in the public Pre-K programs in the District for the past two school years.

High Quality Plan for (C)(2) Supporting effective uses of Comprehensive Assessment Systems

Goal C.2.1: Enhance the Quality Rating and Improvement System by including an Environmental Rating Scale (ITERS or ECERS) at the Bronze level and a measure of the

Quality of Teacher-Child Interaction (the CLASS) at the Silver and Gold level.

Rationale: The use of valid reliable tools such as the ITERS and ECERS environmental ratings scale and the CLASS are an important enhancement to the QRIS by providing objective measures of quality at each level of the three tiers of the District's QRIS, *Going for the Gold*. The District currently conducts an ERS study on a sample of subsidized child care centers each year. The District also supports the use of the CLASS within the DC Public Schools and the public charter schools in order to ensure that teachers and administrators have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

Activity C.2.1.1: Hire a contractor to conduct an ERS on all of the 205 subsidized child care programs in order to get baseline ITERS and ECERS scores. These data will be used to inform the work of the newly established QRIS Unit at OSSE. The data from the ERS will be used to develop the content and sequence of professional development for child care center staff across the District. In addition, the data will be provided to the Infant-Toddler Specialists Network in order to provide coaching and mentoring to child care centers in Wards 5, 7 and 8, the Wards with the highest concentration of children with high needs. Licensing staff will be trained to be reliable raters in order to integrate the rating function into the work of the QRIS Unit as an ongoing responsibility related to quality improvement.

Activity C.2.1.2: Revise the QRIS standards to include an ERS at the Bronze Level and a CLASS at the Silver and Gold level. This work to develop and enhance the QRIS standards is described fully in Section B of the RTT-ELC application. The DC Public Charter School Board has approved charter school Pre-K programs to participate in the QRIS on a voluntary basis with the stipulation that the QRIS will add the CLASS as part of the Silver and Gold tier of the rating system. This change will be made as part of the retooling of the QRIS standards and the expansion and enhancement of the QRIS that is currently underway.

Activity C.2.1.3: Support professional development opportunities for early learning and development programs to understand the elements of the ERS and the CLASS.

Regular opportunities for training on the ITERS, ECERS and CLASS will be provided as part of ongoing professional development in order to be able to use that knowledge to make changes in the learning environment. In Wards 5, 7 and 8, the Infant-Toddler Specialists will be trained on the ITERS, ECERS and CLASS in order to provide on-site coaching and mentoring that leads to quality improvements in environmental quality and teacher-child interactions, with eventual movement from the Bronze to the Silver to the Gold levels of the QRIS.

Goal C.2.2: Implement the use of Teaching Strategies GOLD as a required formative assessment tool in all subsidized child care centers.

Rationale: Formative assessment tools are an important resource for staff and administrators to understand children’s progress. In addition, the regular use of a formative assessment tool serves an important professional development function as staff become more aware of and knowledgeable about the many aspects of children’s learning and development. By understanding the unique profile of each child, teachers are better able to support individualized attention to each child’s interests and skills. Currently, Teaching Strategies GOLD is used in all DC Public School Pre-K programs. The expansion to child care centers across the District will provide the opportunity for the use of a formative assessment tool that begins at birth and continues through preschool.

Activity C.2.2.1. Pilot test and scale up the use of Teaching Strategies GOLD in subsidized child care centers across the District. In the first year, child care centers will be recruited to voluntarily pilot the use of Teaching Strategies GOLD. Based on the results of the pilot, an implementation plan will be created to train and support cohorts of centers to use the formative assessment tool. This enables professional development and training using a “communities of practice” model where programs and staff can learn from each other. All subsidized child care centers will use the Teaching Strategies GOLD by the end of Year 3. This phased in implementation will ensure that the programs are well-supported and well-trained in appropriately administering the assessments and interpreting and using the assessment data in order to inform and improve instruction, programs, and services. Part of the training will address how to effectively solicit and use family input on children’s development and needs as part of the formative assessment process.

Activity C.2.2.2: Work with the Infant-toddler Specialist Network, the DC Public Schools, the child care provider community and experts in formative assessment to develop a set of guidelines and procedures for sharing assessment data and results with parents.

These guidelines will also address how staff can involve parents in decisions about their children’s care and education, and help them identify concrete actions they can take to address developmental issues identified through the assessment process.

Impact on Children With High Needs:

- Introduction of a formative assessment tool at child care centers across the District. Includes professional development of child care center staff and ultimately improved instruction programs and services.

- Coaching and mentoring to child care centers in Wards 5, 7 &8 with the highest concentration of high needs children.
- Infant-Toddler Specialists in Wards 5, 7 and 8 will be trained on the ITERS, ECERS and CLASS which will result in improvements in process quality.
- Involve parents and help them identify concrete actions they can take to address developmental issues identified through the assessment process.-

Impact on Early Learning and Development Programs:

- Extends Teaching Strategies GOLD in use in all DC Public School pre-K programs to child care centers across the District.
- The Quality Rating and Improvement System will be enhanced by providing objective measures of quality.
- ERS will be conducted on all of the 205 subsidized child care programs.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children's physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care; and

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in selection criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; social and emotional development; family involvement and capacity-building; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State must submit documentation of these data. If the State does not have these data, the State must outline its plan for deriving them.

Evidence for (C)(3)(c):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening and referral of and follow-up for

all Children with High Needs, and how families will be engaged in the process; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

Evidence for (C)(3)(e):

- Any supporting evidence the State believes will be helpful to peer reviewers.

C3 recommended maximum of three pages

Section C. Promoting Early Learning and Development Outcomes for Children

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

Overview

In addition to setting standards and establishing significant training efforts for early childhood learning and development providers on health and safety, the District also intends to leverage Medicaid providers with the support of a Help Me Grow care coordination team to ensure that all children, but especially those with High Needs, receive appropriate health, behavioral health and developmental services to ensure they are ready for school. Additionally, the District will be able to identify behavioral health concerns and address them early by expanding on evidence-based behavioral health interventions that support children, families and providers from birth through third grade.

The Early Success Framework established by the Mayor and the District's early learning standards and licensing requirements set high expectations with regard to ensuring children's health and safety needs are met. All licensed subsidy providers are required to receive training on the standards and there are multiple mechanisms through which they can advance their knowledge, skills and education. With the funding from RTT-ELC this grant, the District will be able to better assess, plan and intervene with children and families and link them to appropriate services. While the District has made steady improvement on identifying children with high needs through Part C early intervention services and Early Stages (the District's Child Find program), there is still work to be done to ensure children are physically, behaviorally and developmentally ready for school.

(a) Establishing a progression of standards for ensuring children's health and safety, ensuring that health and behavioral screening and follow-up occur, promoting children's physical, social, and emotional development across the levels of its Program Standards; and

involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health.

The progression of standards that ensure children's health, safety, screenings, and physical, social and emotional well-being are embedded within the District's licensing requirements and are reinforced by the DC Early Learning Standards. The Mayor's Early Success Framework sets a high level of commitment to children's health and well-being to ensure that all children and families in the District of Columbia are thriving. The expectations for these commitments are outlined in the child care licensing and are aligned with and reinforced by the Quality Rating and Improvement system, Going for the Gold. The District's child care licensing regulations, which govern providers serving children 0 to 5, were updated in 2007 to align them with best practices as outlined in the Health and Safety Guidelines from the American Academy of Pediatrics and the American Public Health Association. The standards are a part of the current QRIS system and programs at the highest level of the QRIS meet the comprehensive health, development and safety standards set out through NAEYC or NAFCC accreditation. The requirements for meeting health, development and safety standards continue to be an important part of the refined QRIS, which will now require an Environmental Rating Scale (ERS) at the Bronze level and will continue to require accreditation at the Gold level. The ERS and accreditation outcomes will be used to tailor professional development opportunities that improve health, developmental and behavioral health practices at all levels of the QRIS and within all program types – Head Start, Pre-K and subsidized child care.

In order to be licensed, all early learning and development programs must be in compliance with health and safety standards, including child abuse and neglect prevention. Based on this, the DCELS require early learning and development programs to meet the highest quality standards, including health, safety, physical and socio-emotional development. Programs must plan activities to promote health and wellness across the curriculum, including discussions about health and nutrition, outdoor play, movement and exercise and access to healthy foods. OSSE policy requires early learning and development programs to have written policies for sharing physical, socio-emotional development and health information with appropriate service providers including Strong Start, Early Stages and other providers of special education services. As the District begins the implementation of Teaching Standards GOLD formative assessment within subsidized child care and Part C early intervention services, staff will have more information on children's physical and social-emotional health in order to plan more tailored, individualized support and instruction to meet their needs. More information on the use of

Teaching Strategies GOLD is in Section C2.

The commitment to all aspects of child well-being is also evident in the legislatively created universal Pre-K programs in the District which articulate high standards for health and safety, as well as for promoting children's physical, social and emotional development and on involving families as partners and building their capacity to promote their children's physical, social and emotional development. These standards apply to community-based providers, charter school Pre-K classrooms, and traditional public school Pre-K and will be incorporated into the refined QRIS (See Attachment 75).

In the city's largest LEA (DC Public Schools), more than 4,900 early childhood students participate in a model that combines local school funds with Head Start funds. All children in these classrooms are supported by the comprehensive set of Head Start Performance Standards, 45 CFR 1304, including timely vision, health, dental and developmental screenings, immunizations, as well as screenings tied to the EPSDT schedule and strategies focused on family support and engagement. These children are also in classrooms that meet the health and safety standards outlined in the Head Start Performance Standards, such as notification of emergency processes, staff ratios and group size, cleanliness, and safe playground practices. These standards also apply to the classrooms at community-based organizations that serve an additional 1300 children across the city. As outlined in our high quality plan below, increased coordination through better tracking of children's health services through the EPSDT benefit under Medicaid will support these educational programs requisite screening requirements, and will include the public charter schools and community based programs serving infants and toddlers.

Finally, this progression of standards also requires that instructional staff members at licensed early learning and development programs, as well as home visitors, are trained on health standards and best practices for implementation. Staff handbooks include policies relating to child health, safety and well-being and on inclusion of children with disabilities and with special health care needs.

(b) Increasing the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards.

The District's Early Success Framework provides a set of program goals and objectives that are designed to support health, behavioral, wellness and school readiness outcomes for children across all systems and agencies. This Framework is strategically linked with the

District's Early Learning Standards and the QRIS, to provide a strong foundation for children's growth and learning, including children with disabilities and children who may have special needs. An integral component of meeting these goals is to increase the number of Early Childhood teachers who have the capacity to integrate and apply the progression of standards, outlined above in a holistic, seamless manner.

The District of Columbia's Department of Health (DOH) and the OSSE have fostered partnerships with a number of organizations to leverage high quality training opportunities to increase the knowledge, skills and capacity of educators. The District recognizes the importance of providing a continuum of training experiences so that Early Childhood Educators are continuously encouraged to link what they are learning about DCELS with fundamental health outcomes across the key physical, behavioral and socio-emotional domains of development. We can ensure that 100% of teachers are trained and understand tenets of child abuse recognition and prevention and increase the number of Early Childhood Educators who can receive trainings on core concepts of health promotion such as the importance of integrating movement and physical education, and how to promote habits of health and hygiene for infants, toddlers and preschoolers. In FY 2012, 24 training opportunities on the District's Early Learning Standards were available and 552 Early Childhood Educators were able to increase their capacity to apply critical research based approaches to promoting health and wellness concepts and practices for all children. Through systematic documentation of who has been trained, we will be able to increase to 100% the number of teachers who complete this core workshop on integrating health concepts and practices into the curriculum.

During the summer of 2013, recognizing the need for increased training opportunities, the SECDCC (the District's State Advisory Council for Early Learning) funded a number of training options for early childhood educators, home visitors and individuals conducting developmental screenings. Specifically, the CDA providers offered health specific training to almost 200 Early Childhood Educators to ensure they were able to increase their knowledge of good health practices, how to support children's physical, behavioral and socio-emotional development and how to apply relevant health and wellness standards to promote positive outcomes for children's growth and learning. Additionally, the Department of Behavioral Health (DBH) provided 123 Early Childhood Educators with two half day opportunities to learn more about typical child development by focusing on the whole child, in order to strengthen positive behavior, and to foster socio-emotional development in key areas such as self-regulation, coping, perseverance and persistence.

As described in the High Quality Plan, another critical way that we propose to increase the number of Early Childhood Educators who are trained to support high standards for health and wellness promotion across all programs is to ensure that Early Childhood Educators in all settings have the necessary training to observe, assess and evaluate children's health progress. Our partnership with Georgetown University will be leveraged to support these goals and objectives with a concentration on increasing the number of teachers who can effectively understand how to access early intervention services. Again by prioritizing high need areas and linking training for Early Childhood Educators working in these settings, we can increase to 100% the number of educators prepared to support and implement health and wellness initiatives, including how to access early intervention services.

Early Stages, the District's central hub for early intervention services will play an important role in coordinating these training efforts. During FY12 and FY13, Early Stages partnered with 37 early childhood learning and development programs in order to build capacity for annual developmental screening for children ages 3-5 years old. Early Stages provided each provider with an Ages and Stages Questionnaire (ASQ) materials kit and the ASQ screening tools, as well as three professional development trainings on how to administer the ASQ childhood developmental milestones and the importance of early intervention and the Early Stages process. During the pilot year (FY12), Early Stages trained 37 child development centers and their collective 382 staff. Thirty-two of the thirty-seven programs (86%) have referred one or more of their children to Early Stages for developmental concern. In comparison, only 5 (4%) of the 128 programs, who have referred children in the past two years did so without some form of in-person outreach or training. To support family engagement on early intervention and the importance of screening, Early Stages also conducted family workshops at each of the 37 programs.

By developing an intensive model of training we can ensure that beyond the 37 centers already trained by Early Stages, 100% of relevant Early Care and Education providers will understand how to use the ASQ, how to implement recommended strategies for health, behavioral, physical or socio-emotional development in the classroom and how to communicate effectively with support teams to document children's health and progress. Moreover, we can expand the impact of the training with site based coaching to ensure that directors or curriculum coordinators provide on-going support and monitoring so that high quality programs meet the health standards.

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home.

In August 2010, the Healthy Schools Act (HSA) was passed and is applicable to traditional public schools, the public charter schools and private schools that participate in the National School Lunch Program (See Attachment 76). The Act requires schools to serve free breakfast to all students (including Pre-K), eliminates the co-payment for reduced-price lunch, includes enhanced nutrition standards, supported by local funds, to improve the quality of the meals provided, and encourages schools to serve fresh, locally-grown produce by providing financial incentives for doing so. This landmark legislation provides the District with a unique opportunity to improve the health, wellness and nutrition of school children.

Since the passage and implementation of the HSA, all schools are serving free breakfast to all students and the District has seen a 40 percent increase in school breakfast participation. More than 90 percent of schools serve lunch components that meet the menu criteria set by the Act and over 90 percent of schools share the nutritional content of their menu items. Additionally, 65 percent of schools serve locally grown, processed and unprocessed food from growers engaged in sustainable agriculture practices at least once per month. These numbers demonstrate the District's success in promoting healthy eating habits and improving children's nutrition at school. Because Pre-K is provided within public school settings, these nutritional best practices have an impact on preschoolers throughout the District who are enrolled in the universal Pre-K program.

Just prior to the D.C. Council's summer recess, they introduced the Healthy Tots Act of 2013, (DC Bill No. B20-407, July 12, 2013) (See Attachment 77) which proposes increasing funding for healthy meals served by child development facilities that participate in the U.S. Department of Agriculture's Child and Adult Care Food Program (CACFP). The proposed bill would also encourage locally sourced foods to be served in child development facilities and increase physical activity, support nutrition, gardens and farm-to-preschool programs by making grants available to child development centers. Building on the strong success of the Healthy School Act, the Healthy Tots Act of 2013 will likewise promote better eating habits, improve nutrition, and support the increase of physical activity in programs across all agencies serving children 0-5. In order to meet the goals of this legislation, the District proposes to target a range of best practices, such as healthy menu planning for each age group, from infants and toddlers to preschoolers; family style eating, healthy snacks, the use of published menus to communicate with parents about what their children are eating and access to cooking workshops to promote

health literacy for parents.

Many of these practices are already an integral part of early childhood programs in the District. More than 50% of children in the Universal Pre-K programs attend schools that follow the more comprehensive Head Start Performance standards with a strong set of nutrition, physical activity and family engagement standards. In order to maximize positive health outcomes for children, clearly the District must move to ensure that 100% of programs are adhering to these high standards and integrating these best practices into their daily programs. There are 91 centers and 71 family child care providers that participate in the Child and Adult Care Food Program (CACFP) and therefore must follow the nutrition guidelines of the program.

During the summer of 2013, the State Early Childhood Development and Coordinating Council (SECDCC) provided funds to conduct a survey and subsequent analysis of the state of nutrition at sixteen early childhood learning and development programs. This survey (See Attachment 79) was the basis for ongoing work in the District to promote healthy eating habits and improve nutrition specifically at early childhood learning and development programs.

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—

- (1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);**
- (2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and**
- (3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.**

The District ranks fourth best in the country for the highest rate of eligible children enrolled in Medicaid/CHIP programs. Approximately 80% of 0-5 year olds in the District receive health care coverage through the Medicaid program. The District uses Children's Health Insurance Program (CHIP) dollars to expand their Medicaid program, thus all children receive the EPSDT benefit. EPSDT is the comprehensive pediatric benefit under Medicaid that entitles all Medicaid-enrolled children (birth – 20 years) to regular and as-needed screenings, preventive

health care, and medically necessary diagnosis and treatment services to correct or improve health conditions. The depth of coverage under EPSDT for every Medicaid-enrolled child provides any services under the federal Medicaid program to be covered for a child to address any treatment needed for that particular child. Of the children enrolled in Medicaid/CHIP, 90% are enrolled with Medicaid Managed Care Organizations (MCOs) and 80% of these children receive their health care from four provider entities: two hospital-based (Children's National Medical Center and Georgetown University Hospital) and two federally qualified health centers (Mary's Center and Unity Health Care). Medicaid claims data show that 77% of 0-5 year olds received their well-child visits. As of July 2013, the District issued new contracts with Medicaid MCOs; these contracts require children to select or be assigned to primary care pediatricians and to dentists, as well as to ensure obtaining well-child visits under EPSDT benefit as set forth through the District's periodicity schedule. (See Attachment 123) While claims data from Medicaid can determine what the District has paid for, we currently do not have reliable and consistent data on the particular aspects of screens and services provided in a well-child visit, thus the District cannot currently monitor compliance with EPSDT periodicity schedules and protocols for the content of well-child visits.

The District's Part C Early Intervention Program serves families of children under three years of age who are concerned about possible developmental delays of their infants and toddlers. Part C of the federal Individuals with Disabilities Education Act (IDEA) and federal rules (76 FR 60139, September 28, 2011) as well as District law require that infants and toddlers with disabilities and their families receive coordinated services before age three in order to improve child outcomes. Early intervention services may include occupational, physical and speech/language therapy, special instruction, vision, or hearing services in the child's home or child care setting. Families may also receive counseling, training, and home visits to help them support their child's development. Services may be provided in the child's home, in licensed child care centers, or in programs designed to serve children with developmental delays.

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

The District has at least 30 programs across six public agencies that work with Early Learning and Development Programs, and with children and families directly, to support and

address the social and emotional development of children from birth to age five. Some programs work to provide safe and high quality early learning environments to help prepare children for school, others focus on early identification and intervention of children with special needs, and still others provide resources are devoted to children's healthy development, nutrition, and family supports. A comprehensive "resource map" of the District's early childhood education and development programs serving children from birth to age five can be found in Attachment 80 and depicts which services are offered and the target population for each program.

One District program, funded through a Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) Grant from the Substance Abuse and Mental Health Services Administration (SAMHSA), provides a comprehensive approach to the social and emotional development of children and brings together child-serving agencies to coordinate policies so as to better serve the behavioral and developmental needs of children, birth to age 8, in the city's neediest families. Project LAUNCH incorporates five basic approaches to create more connected services: developmental assessments in a range of child-serving settings; integration of behavioral health programs and practices into primary care; home visiting programs; mental health consultations; and family strengthening and parent skills training. DC's Project LAUNCH partners with DOH, DHCF, CFSA, and DCPS to offer less fragmented service delivery to young children and their families. The program also provides workforce development for CBO (community based organizations) Early Learning and Development Programs and provides consultants to 12 child development centers, primarily in communities in Wards 7 and 8. Project LAUNCH also works closely with DCPS' Early Stages program (Child Find), which helps families with children ages of 2 years 8 months and 5 years 10 months to identify any developmental delays that their child may have and provides an evaluation to address those delays. These services are available free to all District families, whether their child goes to public school, private school, is home-schooled or has not yet entered school.

Three programs operated by The Children and Youth Services Division within the Department of Behavioral Health are also central to the District's work to ensure social, emotional and behavioral health for young children. Healthy Futures provides early childhood mental health consultation to 27 CBO child development centers, to build the capacity of staff to promote positive social emotional development and reduce problem behaviors in very young children. The program also provides direct consultation to children and families who are having socio-emotional difficulties. The Parent Infant Early Childhood Enhancement (PIECE) Program primarily serves children six years of age and younger who are referred for behavioral therapy.

The program involves play and art therapy, infant observation, and Parent Child Interaction Therapies, and supports parenting groups. Children can be referred to PIECE through DCPS, public charter schools, Early Stages, Head Start, or self-referral. The Primary Project provides screening and early intervention services for children identified with mild school adjustment issues in Pre-Kindergarten through third grade in 16 public schools and 14 Pre-K classrooms. The cross-agency work of Project LAUNCH is one essential piece of the District's comprehensive approach to increasing the capacity of Early Learning and Development Programs to support and address the social and emotional development of our youngest Children with High-Needs.

C3. High Quality Plan

The District of Columbia envisions an ambitious, innovative, yet achievable multi-faceted approach to ensure that all children arrive in kindergarten with the necessary supports, healthy and ready to learn. Critical to achieving this goal are the creation of comprehensive linkages to leverage resources, building capacity across multiple professional and governmental sectors and ultimately the maximizing of "touch points" so that families, especially families of Children with High Needs, are empowered and have access to the services and supports they need to make healthy choices for their children. To this end, the District sees Early Learning and Development Programs as one "touch point" for the RTT-ELC investments but is also heavily investing in health and wellness provider and outreach programs to ensure the widest possible net is cast to best meet the developmental needs of all of our children and families with High Needs.

The goals outlined below build on a strong and highly committed infrastructure of staff, innovative policies and creative strategies to support the children with high needs. Each goal outlines the relevant rationale, the activities needed to enhance quality, and outlines how the District will seek to bring these high-quality initiatives to scale. The goals also target a variety of pathways to implement the plans, from the implementation of training programs for pediatricians and mental health specialists to enhancing low-key accessible neighborhood outreach mechanisms through the Help Me Grow program. Embedded in each is a strong community based component to ensure that the plans are realistic and feasible for families with children who have high needs. Most important, each goal is backed by an innovative plan to leverage financial resources, so that the access to programs is seamless and available through a variety of agencies and programs, in the neighborhood where families live and in the early learning and school

programs that serve children every day.

Goal C.3.1 Ensure that all young children, birth to age 5, receive Early Periodic Screening, Diagnosis and Treatment (EPSDT) services as part of routine health care.

Rationale: Access to comprehensive health care is critical to early childhood health and development. In the District, most infants and toddlers with High Needs are in family, friend and neighbor care rather than licensed family child care home and child care settings. The most effective place to reach these children and their families is in the primary health care setting. More than 80% of the District's children ages birth to five are enrolled in Medicaid and 77% receive their well-child visits in accordance with EPSDT guidelines. EPSDT entitles all Medicaid-enrolled children (birth – 21 years) to screenings, preventive health care, and medically necessary diagnosis and treatment. The challenge that remains is to ensure that all children enrolled in Medicaid receive appropriate and timely EPSDT services during their well-child visits.

Activity C.3.1.1 Update Medicaid billing manual and requisite training. The work through RTT-ELC will support the Department of Health Care Finance (DHCF) to collect the well-child visit data in a format that enables them to track compliance with the EPSDT periodicity schedule and content of well-child screening and services. DHCF is in the process of reviewing and clarifying the EPSDT billing manual in order to better track and monitor the codes that are used to provide detail on the timing and content of EPSDT/well-child visits. DHCF anticipates having the EPSDT billing manual completed and approved (and in conjunction with provider training assistance on billing through the DC HealthCheck website) by October 1, 2014.

Activity C.3.1.2 Provide incentives and penalties to Managed Care Organizations (MCOs) and providers based on the EPSDT data. The District's new contracts with Medicaid MCOs require MCOs to assign children to primary care pediatricians and to dentists as well as to ensure that all children are obtaining well-child visits using the recommended EPSDT program periodicity schedule. The refined billing and more detailed data collection process will allow the DHCF to hold both MCOs and doctors more accountable on specific important screenings (e.g. vision, hearing, developmental and behavioral health). Pediatricians and pediatric dentists will receive training on the new expectations, done through the current HealthCheck training mechanisms. DHCF will provide incentives for meeting expectations as well as penalties for failure to ensure children receive appropriate screening as well as follow-up. Information on

MCOs and primary health care providers not meeting the required standards will be shared with Help Me Grow to allow the care coordinators to provide outreach and follow-up with families and providers. Help Me Grow staff will reach out directly to primary care providers and families to assess why children are not receiving their required screenings and services and will help to develop strategies to improve well-child visit and screening rates. Help Me Grow will also provide outreach and referrals as needed to support primary care providers and families.

Goal C.3.2 Develop a Medicaid financing plan to sustain and expand the current home visiting system for families with children birth to three.

Rationale: Through a combination of effective federal and District investments, a strong home visiting system has been built to support the health, developmental and learning needs of the Districts infants, toddlers and their families. In order to sustain these services and supports over time, it is critical to review other state policies on the development of home visiting as a state plan service in order to receive Medicaid reimbursement. Home visiting services provide critical health and developmental supports to families with infants and toddlers who may not be enrolled in other early childhood learning and development programs. . Several states have sustained and expanded home visiting services for infants and toddlers through a blended funding mechanism that includes Medicaid reimbursement in addition to other state and federal funding sources. The District will explore the option to receive Medicaid reimbursement for home visiting services under EPSDT.

Activity C.3.2.1 Engage stakeholders and consultants to develop a plan to sustain Home Visiting services through blended funding that includes Medicaid investments. The DHCF will work with stakeholders and expert consultants to analyze current policies and funding mechanisms and develop a strategy to fund existing and expanded home visiting services through Medicaid. The results of this work will guide the expansion and sustainability plan for the District's current home visiting services and will ensure that infants and toddlers not served by other Early Learning and Development Programs still receive health, behavioral, and developmental supports, as do their families.

Goal C.3.3 Enhance and strengthen Help Me Grow.

Rationale: Help Me Grow is a nationally recognized, evidence-based model for effectively connecting providers and parents with the full range of services and supports and ensure follow-up with referrals that have been made (See Attachment 78). Help Me Grow

provides a centralized access point for all available child and family resources in a community. Through current Maternal Infant Early Childhood Home Visiting (MIECHV) funding, the District has built a foundation for Help Me Grow, but does not currently have all of the necessary components in place to fully support the linkages that are needed across sectors and the access that is needed by families (See Attachment 101). The goal of the Help Me Grow investment from RTT-ELC is to provide outreach to pediatricians, child care providers, evidence-based home visitors, and health and human service case workers to support standardized developmental screening and early detection with referral to a central access point for connecting children and their families to services and care coordination as well as to connect pediatricians to behavioral health resources for young children and their families. This standardization and centralization is critical to providing a full array of comprehensive services that are easily accessible to families of children with high needs.

Activity C.3.3.1 Expand the current 211 helpline to include Help Me Grow Care Coordinators. The District will expand the current 211 (Answers Please!) helpline to include Help Me Grow Care Coordinators. The 211 call center serves as the "go-to" place for family members, child health care providers, and other professionals seeking information, support, and referrals for children. In order to expand 211, the Department of Human Services will hire an individual to conduct community outreach and serve as a conduit between local programs and the call center and support service providers by facilitating local networking opportunities.

To ensure that callers feel safe, respected, and heard, the call center will be adequately staffed with individuals who are trained in telephone casework and cultural sensitivity, and have backgrounds in child development. As part of their role, call center staff members will provide education and support to families on specific developmental or behavioral concerns or questions, which include: helping families understand what is typical for a child at a given age; exploring what has been tried before and what has and has not worked; discussing various strategies the families may want to try; mailing information to families on specific topics and programs; providing referrals to child health and development services as well as parenting and support programs; and, providing follow-up and advocating for families as needed.

Activity C.3.3.2 Engage families, community and providers through Help Me Grow. Help Me Grow outreach staff will also focus on engaging families by participating in community meetings, forums, and fairs and facilitating sessions that help families, child care providers, doctors and school nurses learn about child development and the role of Help Me Grow. Given their critical role in child development, Help Me Grow staff members will conduct targeted

outreach to child health care providers. The purpose is to educate and motivate physicians and other child health care providers to: conduct developmental surveillance and screening of children from birth to age five in accordance with the new billing practices; use the call center; and systematize developmental surveillance and screening and the use of *HMG* in their practices. HMG staff will target these interventions based on the data from DHCF on which providers are using the new billing mechanisms appropriately to monitor well-child visits and EPSDT schedules. The community-based work of Help Me Grow staff will also support the Early Learning Neighborhood Coalitions described in Competitive Preference Priority 4. Building on the work of the DC Collaborative for Mental Health in Pediatric Care, the District will also use RTT-ELC investments to hire a qualified mental health professional to provide consultation to the Help Me Grow care coordinators and pediatricians who call Help Me Grow. This consultation service can include behavior modification charts, training for patients, and preventative as well as early intervention and referral consults.

Activity C.3.3.3 Collect data on Help Me Grow program. The Help Me Grow Call Center will collect data to guide policy and programs for children and families and will publish an annual analysis and summary report to assess how well the HMG system is working and what may need to be changed to improve or enhance the service. In addition, the data will be shared with funders and policy makers to guide their thinking on program and service delivery models and investments as well as demonstrate how to best use resources to promote optimal child development.

Goal C.3.4 Support the social-emotional development of the District's youngest children by increasing early childhood behavioral health services that are developmentally appropriate, engage families and develop the skills of early childhood educators.

Rationale

Research strongly supports the fact that children's positive socio-emotional development plays an important role in school readiness and lays the foundation for the skills that are critical to success in school. Skills such as building positive relationships with peers and adults, feeling good about one's self, knowing how to identify, express and manage one's emotions contribute to what research calls "executive functioning" skills. Taken together, these are skills that build young children's capacity to cope, persevere, and persist in the face of new challenges and ultimately thrive as learners. It is critical that programs build capacity to support and develop children's socio-emotional development. Staff across all types of early learning settings need to

understand how to create classroom environments that support social-emotional as well as cognitive development. In addition, staff need the knowledge, skills, supports and tools to assess behaviors that may raise concerns or red flags and have the information they need to appropriately follow-up. Consistent with the District's approach to other domains of learning, there must be clear alignment of the goals for socio-emotional development from the Early Learning Standards to how we train teachers, and other mental health support teams to how we engage parents in their role as their children's first teachers.

The District has several evidence-based, early childhood behavioral health programs that have proven outcomes. Healthy Futures, the mental health consultation program in the District, currently serves 27 centers with child and family centered consultation through child observations, home visits, parent and staff training and skills workshops and referrals to community providers. Behavioral health issues often lead to expulsion of children from early learning programs, with the national rate of expulsion from early learning programs at 6.7 per 1,000 children enrolled. In contrast, Healthy Futures has served over 1,200 children and only three were expelled from the centers in the programs, half of the national average. Primary Project, is another evidence-based program that has a staff of 16 child associates who serve 17 schools and 18 child development centers with behavioral health supports. In SY2011-12, 2664 children were screened, 1363 screened positive for services (579 screened positive for Primary Project and 784 screened positive for mental health services). Of the 579 children who screened positive, 324 participated in the Primary Project.

Activity C.3.4.1 Expand Healthy Futures and Primary Project programs. The District will use RTT-ELC funds to expand access to the Healthy Futures Program and the Primary Project while simultaneously working on a planned long-term sustainability plan for these programs and services. Healthy Futures provides mental health consultation to early learning programs throughout the District. Licensed masters or doctorate level mental health professionals with family and/or early childhood experience are embedded in centers 1 day per week to provide programmatic consultation to early learning centers through formal and informal classroom observation, development of classroom plans, prevention and early intervention activities, modeling and coaching for classroom teachers, support and guidance around universal social emotional screening and on classroom set-up and environment. They also provide child and family centered consultation through child observations, home visits, parent and staff training and skills workshops and referrals to community providers. Through RTT-ELC investments, 8 additional staff will be able to provide services to 50 additional programs, with a

concentrated focus on programs in the three Wards with the highest needs (Wards 5, 7 and 8).

The Primary Project is an early intervention/prevention program for children in Pre-K through second grade who are demonstrating “mild” adjustment problems in the classroom. Staff use Teacher-Child Rating Scale which measures task orientation, behavior control, assertiveness and peer social skills. Through RTT-ELC investments 4 staff will be able to provide services to additional children and families in Wards 5, 7 and 8.

Goal C.3.5. Support effective nutrition practices in Early Learning and Development Programs.

Rationale: Nutrition and physical activity for young children are critical to healthy child development. A survey of 15 child care centers participating in the Child and Adult Food Assistance Program assessed the quality of their food and nutrition education services and determined the perceptions and willingness of different stakeholders for improving these services. The findings showed that most centers have their food catered, and while most parents and teachers reported believing the food was healthy, an analysis of the menus indicates that all of the centers were over the sugar limit, many were over the sodium limit and most of the centers do not use a nutrition education curriculum.

Activity C.3.5.1. Implement recommendations of the Nutrition Survey in child care centers. The State Advisory Council on Early Learning and Development will work to incorporate nutrition best practices within child care settings, using a version of the proposed Healthy Tots Act (DC Bill No. 20-407) currently pending approval by the DC Council to guide their work. Data will be collected from program sites to understand current practice and monitoring staff will make recommendations on how centers can adjust to meet the standards. Trainings will be conducted with parents and community-based organizations on nutrition and menus will be revised to ensure that food offerings comply with the requirements of the proposed Act.

Impact on Children With High Needs:

- Ensuring that all young children receive EPSDT services as part of routine health care will ensure that children with high needs receive screenings, preventive health care, medically necessary diagnosis and treatment
- Developing a Medicaid financing plan to sustain and expand the current home visiting system for families with children birth to three will support the health, developmental and learning needs of the District’s high needs infants, toddlers and their families.
- Enhancing and strengthening the Help Me Grow program will help ensure that high needs children and their families receive standardized developmental screenings and easily accessible and comprehensive services.

- Expanding access to early childhood behavioral health services will support the social-emotional development of high needs children.
- Supporting effective nutrition practices in child care settings will improve the health of high needs children.

Impact on Early Learning and Development Programs:

Early childhood programs will be supported in meeting health screening requirements.

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

	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs screened	4705	5256	5878	6852	7430
Number of Children with High Needs referred for services who received follow-up/treatment	1579	1655	1716	1793	1889
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	32056	33691	35409	37215	39113
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	77% (24683)	82% (27627)	87% (30806)	92% (34238)	97% (37940)

Number of children with high needs screened is based on the children served in the Strong Start Campaign and The Early Stages program. The Strong Start numbers are from the OSSE Strong Start Tracker Database, and based on the actual number of children who received an evaluation for eligibility for IDEA Part C services between 10/1/12 through 9/30/13, assuming all children evaluated received a screening. The data is based on evaluations versus screenings since starting in FY2013 the Strong Start program no longer provided screenings to individual children upon referral due to changes in Part C regulations. The changes required Programs to state whether or not they will include screening in the eligibility process and DC EIP has opted not to continue screening individual children upon referral to remain in compliance with federal law. DC EIP continues to support community and governmental agency partners through training and provision of the screening tool in an effort to ensure this resource is provided to parents and caregivers. The Early Stages Program data is pulled from the Early Stages database and reflects actual unduplicated and new screenings for that year.

Target for children with high needs screened Early Stages assumes a 14% year-over-year increase based on increasing screening efforts in child care centers and independent charter LEAs. The Strong Start program projections are based on the average growth rate between FY12-FY15 for the Medicaid Managed Care program

since the program no longer provides individual screenings and instead refers them out to community agencies.

The number of children with high needs referred for services and who received follow-up treatment is a combination of children served by Early Stages and the Strong Start programs. The Early Stages data are actuals and reflect whether a child was referred and assigned a case manager, and is a snapshot in time. The Strong Start data are actuals and was collected via the OSSE Strong Start Tracker database.

The target number of children with high needs referred for services and who received follow-up treatment projections for FY14 for Early Stages assumes a 10% engagement increase over 10 years. The Strong Start program projections were provided by OSSE.

The number of children with high needs who participating in ongoing health care comes from actual DC Medicaid Management Information System enrollment data for May 2012; extracted 2013.

The growth rate applied to the **Targets for Children with High Needs who participate in ongoing health care** for FY14-FY17 is based on the average growth rate of total Medicaid Managed Care program of 5.1% between FY12-FY15.

The percentage of children who are up-to-date in a schedule of well child care comes from the actual DC Medicaid Management Information System claims data for all dates of service within FY12; extracted 2013. Data include all adjudicated, paid services as identified by well-visit procedural coding.

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in selection criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in the Program Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.

Section D. A Great Early Childhood Education Workforce

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

Overview: District leaders have long recognized that the most essential factor in the quality of early learning and development settings are the skills of the adults caring for and teaching children. The District has a strong foundation to solidify and expand workforce development and training opportunities for the approximately 5,000 early childhood educators, including teachers and aides, directors, and principals working in programs for children birth to age five across the range of early learning and development programs operating in the District. These programs include Early Head Start and Head Start, Family Child Care, public Pre-K, community based programs, in-home and relative care programs, and Out-of-School Time (OST), and home visitation programs. The District uses a Workforce Knowledge and Competency Framework as the foundation for its workforce development activities, including its partnership with higher education. The District is unique in that its higher education system is comprised of one publicly funded community college and university, and several private universities in the District and the surrounding areas in Maryland and Virginia that prepare and support early childhood educators. These institutions have formed a higher education collaborative that were instrumental, along with the T.E.A.C.H. Early Childhood® (Teacher Education and Compensation Helps) program, in helping the District meet its goal of achieving universal access to Pre-K within three years by helping to prepare a highly qualified workforce. The District's high-quality plan described below focuses on building on its current infrastructure to support other professionals that are in high demand, namely professionals working with infants and toddlers and special populations of children and families. Additional support for these educators is critically important in order to ensure that the District has the workforce needed to achieve the goals outlined in its ambitious reform plan.

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes

The District's Workforce Knowledge and Competency Framework, *DC PROS* (See Attachment 86) was approved in 2009, and serves as a comprehensive framework that outlines the necessary elements for the effective professional development of the District's early childhood educators. It includes core knowledge areas and a Career Guide, and also lays out a

plan for Access and Outreach, Funding, Quality Assurance, and Governance and System Financing. *DC PROS* is aligned with the National Association for the Education of Young Children's *Conceptual Framework for Early Childhood Professional Development* and their *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*. The development of the *DC PROS* involved over 15 months of intensive work and ongoing collaboration among a cross-section of early childhood stakeholders, spearheaded by the University of the District of Columbia Center for Applied Research and Urban Policy and the former Mayor's Advisory Committee on Early Childhood Development and its Professional Development Subcommittee (now the State Advisory Council – SECDCC). Feedback was solicited on the development of the framework at both community forums and national professional development conferences.

The *DC PROS* framework outlines core knowledge for early childhood educators aligned with the DCELS with the goal of ensuring “that all early childhood practitioners have interdisciplinary competencies based on core knowledge areas that define a set of professional standards that guide decisions and practices.” (*DC PROS*, 2009, p. 6). This alignment occurred with the initial development of the Core Competencies. The Core Competencies framework provides detailed information on the knowledge and competencies early childhood educators should master, focused in eleven core knowledge areas (see Table D1.1 Core Knowledge Areas below). These core knowledge areas currently apply to all programs receiving public funding including OST providers, administrators such as directors, lead and assistant teachers in centers licensed by OSSE, supervisors and other early learning and development leaders, Early Head Start teachers, Head Start teachers, Pre-K, and other teachers and teacher assistants.

(b) Develop a common statewide progression of credentials aligned with the Workforce Knowledge and Competency Framework

The District has a common statewide progression of credentials that are aligned with the *DC PROS* and outlined in the nine-level Career Lattice (See Attachment 89), a framework for ECE professionals to advance their careers in the field through education, professional development and experience. The Career Guide and *DC PROS* are also aligned with the NAEYC Conceptual Framework for Early Childhood Professional Development. The Career Guide begins at Level 1 (a high school diploma and 45 professional development “clock hours” or 3 college credits) and describes the qualifications required at each level through a Level 9 (PhD or EdD in early childhood education, child development, and/or child and family studies). The

Career Guide establishes common positions within the ECE field in a variety of settings that pertain to each level.

The Career Guide also includes the expectations for credentials and continuing education written in the existing District of Columbia Municipal Regulations (DCMR). District regulation requires that staff in Child Development Centers and OST programs, which are licensed by OSSE, receive annual required training (“clock hours”) (DCMR Title 29, chapter 3, sections 333, 349).

This training is verified by licensing specialists who review the staff portfolio during their site visits to ensure that the minimum training hours, aligned with regulation mandated-topics, are met and provided by professional development providers that are approved by OSSE (See Attachment 122 for additional information on regulation-mandated trainings). In the past, OSSE had monitored required “clock hour” completion by teachers at CBOs, but the content areas of training had not been targeted. In order to align with *DC PROS*, the OSSE licensing staff now monitor the training by indicators that link each training to its aligned core knowledge area(s); all trainings must be approved by OSSE as aligned with the core knowledge areas in the *DC PROS*. As part of the new QRIS, the professional development selected will also meet continuous quality improvement plans developed by programs and ECE staff. These professional development plans and quality improvement plans will be reviewed as part of the QRIS monitoring process. The added value of alignment with QRIS program review will ensure that ECE professionals are connected to high quality training opportunities in their areas of greatest need and in areas that will result in higher quality programs.

Professional Development Registry (PDR): To facilitate a common, District-wide progression of credentials and degrees aligned with the *DC PROS* workforce knowledge and competencies, OSSE has solidified a method for assessing and tracking credential levels of early childhood professionals through a Professional Development Registry (PDR). The PDR has the capacity to track ECE professionals as they gain credits toward degrees and “clock hours” toward licensing requirements. The PDR was piloted in 2012 and has been implemented since 2013. OSSE is in the process of populating information into the PDR, and it currently tracks teacher demographic information, credentials, degree(s), and continuing education/training credits, for teachers in several early childhood programs in community based organizations for 1300 educators. A recent change in licensing regulations requires licensed early childhood programs to provide information to the PDR which will ensure that the PDR includes

professionals working in non-subsidy licensed child development centers. In addition, the District's high quality plan to build an early childhood data system linked to its State's Longitudinal Education Data system (SLED) will automate the process by which data on Pre-K teachers in both the public Pre-K is captured from the SLED and integrated into the PDR and vice versa. Information in the PD Registry is available and accessible to providers to allow those individuals to support the ECEs on their career path.

(c) Engage postsecondary institutions and professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework

Postsecondary Institution Alignment with the DC PROS: The District of Columbia has an active partnership with higher education. The District has worked closely with 11 institutions of higher education (IHEs) to align programs with core competencies and early learning standards (see Attachment 49 for Letter of Support from National Black Child Development Institute for list of IHEs). The launch of T.E.A.C.H. Early Childhood® in the District in 2010 provided additional capacity for lead teachers and teaching assistants to increase their qualifications, and became a mechanism for new IHEs to provide preparation aligned to the District's DC PROS. All of the institutions that are T.E.A.C.H. partners provide early childhood preparation programs that are NAEYC or NCATE accredited, and this is the mechanism that the District uses to verify that these programs are aligned to the DC PROS.

The *2010 Pre-K Act* legislation provides a lever that supports alignment of higher education with DC PROS by providing funding to the IHEs (through a centralized function at UDC) to support scholarships for early childhood professionals in advancing their education and furthering their careers. The *District's Pre-k Act*, DC Official Code §§38-271, 38-272, and 38-273 *et seq. referenced above* makes voluntary, universal access to high quality Pre-K education available to all 3- and 4-year-olds residing in the District. A central component of the legislation mandates that by 2017, all teachers and all assistant teachers must meet the academic and degree requirements established by OSSE and approved by the State Board of Education. Beginning with emergency and temporary legislation in January 2010, the *Pre-K Acceleration and Clarification Amendment Act of 2010*, (2010 Pre-K Act) the Council of the District of Columbia charged UDC with the task of convening the District's IHEs to develop and implement a plan of action to achieve the degree requirements mandated by the law. Currently, several local colleges and universities participate in the District's Higher Education Collaborative to meet this

challenge (See Attachment 25 for Letter of Support, including list of Higher Education Collaborative partners). Although the impetus for the 2010 law was to accelerate progress in development of the Pre-K workforce, the law is broad enough to include infant and toddler staff in all aspects of professional development, career pathway, and scholarship opportunities.

Professional Development Aligned with DC PROS: OSSE ensures that professional development is aligned to the *DC PROS* through its Certified Trainer Registry, an updated listing of those trainers and programs that have been certified to provide professional development opportunities in the District. In 2011, OSSE established a process by which an individual, an organization, a government partner, or a national advocacy agency can become certified to provide professional trainings (See Attachments 81-85). Applicants for trainer certification “must provide evidence that they have college credits aligned with the Core Knowledge Area(s) in which they plan to train” (OSSE Trainer Approval Program, 2010, p. 6). In addition, applicants must provide “evidence that they meet requirements to deliver trainings at a specific level” (OSSE Trainer Approval Program, 2010, p. 8). Through careful alignment and oversight, the District is ensuring that professional development opportunities are aligned with the Workforce Knowledge and Competency Framework. The *DC PROS Professional Development Plan* is the current compilation of all professional development programs, initiatives and efforts from a cross-sector of early childhood communities. Efforts are made to widely publicize the availability of the Certified Trainer Registry and the process through which a professional development provider can become certified. Materials available online includes, but is not limited to, a FAQ on the mechanics and purpose of the Certified Trainer Registry, guidelines on how to confirm that a program is aligned with the core knowledge areas, how to become certified as a trainer and how to become listed in the Certified Trainer Registry. The District also uses mass communication pieces that announce the availability of the new Registry and direct programs to the website, LearnDC.org, bi-weekly information sent to LEA leaders in “LEA Lookforward” (See Attachment 113) and bi-weekly Early Learning Bulletin (See Attachment 90).

High Quality Plan for D1. Developing a Workforce Knowledge and Competency Framework and a progression of credentials

The District has developed a common, statewide Workforce Knowledge and Competency Framework (DC-PROS) which is aligned to a statewide progression of credentials and degrees to

advance early childhood education professionals' careers. With both of these in place, the high quality plan below focuses on engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the DC-PROS.

Goal D.1.1. Increase opportunities for career advancement through professional development and coursework that provides college credits.

Rationale: Since the development of the *DC PROS* and the Career Guide, the District has continued to gather a variety of information on the ECE workforce. *The 2011 State of Infant and Toddler Care in the District of Columbia: Baseline Quality Study and Workforce Survey* (See Attachment 57) provided baseline information on the quality of infant and toddler classrooms in state-funded CBOs and home-based care locations statewide. The findings of the study indicated that infant and toddler child care practitioners need opportunities for coursework and professional development that enables them to provide nurturing, high quality care and learning for infants and toddlers, and that will allow them to meet higher qualifications. Moreover, in 2012, UDC convened a Commission on Compensation to examine how the District could better structure policies and incentives to build a highly qualified, highly effective, and highly compensated ECE workforce. The Commission's report included recommendations such as: a specialized salary scale for professionals caring for infants and toddlers and parity for educators working in the community based sector that have achieved high levels of qualifications (see Attachment 88 DC Commission on Early Childhood Teacher Compensation, Page 9). These results drive the infant and toddler focus of the District's high quality plan due to the great needs for a skilled, competent, and well compensated early childhood workforce to support birth to three programs across the District. In addition, the District has a high need for an increase in infant and toddler capacity as well as an improvement in the quality of the slots that exist.

The skills and knowledge of caregivers and teachers are inextricably linked to the quality of a broad range of early learning and development programs in the District – home visitation, Early Head Start, and child care. They are also critical to the healthy development and learning of young children. Yet many of the available teacher training programs and professional development opportunities in the District are oriented toward preschoolers and early elementary age children, with less attention to the unique developmental needs of infants and toddler and children with high needs. Moreover, the expansion of Pre-K to all children in the District makes it difficult for infant and toddler programs to find staff with professional development and college training relevant to their roles.

Activity D1.1.1. Engage the Higher Education Collaborative, coordinated by the University of District of Columbia, to develop articulation agreements so that all CDAs are credit bearing toward an AA or BA and develop a process to offer college credits for professional development offerings. Currently only UDC provides six credit hours for professionals that enroll in an early childhood preparation program and pass the required early childhood coursework within the first semester. The District's current T.E.A.C.H. Early Childhood® provider, the National Black Child Development Institute, is in negotiations with the University of Central Texas, located on the Bolling Air Force Base in the District of Columbia, to also recognize the CDA credential for credits for T.E.A.C.H. Early Childhood® participants. The work of RTT-ELC will engage the Higher Education community to ensure that all professional development programs, aligned with *DC PROS* result in college credits that can be used for AA, BA, and Masters level career pathways. The District is fortunate to have a Higher Education Collaborative and T.E.A.C.H. Early Childhood® program – a consortium of all the higher education institutions that offer degrees in early childhood education – that has worked to help meet the supply of BA teachers needed in the District's universal Pre-K system. As a lever for the engagement of the Higher Education institutions the District is expanding investments in T.E.A.C.H. and an infant-toddler scholarship fund as described in Section D.2.

Goal D.1.2. Increase opportunities to develop the skills, knowledge and educational credentials of infant-toddler providers, including attention to the needs of children with special needs and young dual language learners.

Rationale: The District is continuing to invest in the expansion of infant and toddler child care and home visitation services (referenced in Section A1), and Head Start resources in the District are increasingly converting to Early Head Start (See Table (A)(1)-5), including through a pending competition for nearly \$19.2 million dollars in Head Start funding for the District where programs were encouraged to provide birth to five services.

The time has come to leverage current efforts with intensive work to ensure that infant and toddler programs have the trained, educated, and nurturing staff needed to care for and support the learning and development of infants and toddlers. In keeping with the national trend, the District continues to augment teacher quality to increase the number of early childhood educators with BAs consistent with the *Pre-K Enhancement and Expansion Act of 2008* (See Attachment 75) and the federal *Head Start Act, 42 USC §9843a*. While the efforts to support the Pre-K workforce are ongoing, nearly 90% of Head Start teachers have a bachelor's degree or

higher and all public school-based Pre-K teachers possess a Bachelor's degree or higher.

The District's high-quality plan leverages its previous work to develop and implement the *DC PROS* and engage IHEs to enhance preparation of a high-qualified infant and toddler workforce. The *DC PROS* further strengthens the District's continuing efforts to improve the qualifications of infant and toddler professionals working in child care, home visitation programs, Early Head Start, and serving infants and toddlers who are eligible for IDEA Part C services. These activities are important next steps to engage higher education partners and providers in strategies that have proven successful for increasing the quality of the Pre-K workforce to meet the needs of our early learning and development programs.

The District has made steady progress in identifying and serving children with disabilities (referenced in Section C(3)). In 2013, 1369 children with disabilities were served through IDEA Part B and Part C services. This is a 142% increase over the number of children with disabilities served in 2009 (see Table A(1)-5). With more children being identified and served, early childhood learning and development providers and teachers need more specialization in their training and education to ensure they can meet the complex needs of the children. Early Stages, the District of Columbia Public Schools diagnostic center for Part B services, trains early childhood learning and development providers on the importance of screening children for developmental delays. It is important that this training be extended beyond solely screening to include the necessary skills for appropriately engaging children in their classrooms.

Activity D.1.2.1. The District will contract with the Center for the Study of Child Care Employment to undertake a review of the current curriculum offerings within higher education. In year 1 of the RTT-ELC work, the District will contract with the Center for the Study of Child Care Employment to undertake a Higher Education Inventory of the current curriculum offerings within higher education in the District. The Center has done similar reviews in other states. The inventory will identify the current educational offering of the IHEs, assess alignment of IHE's course content with *DC PROS*, and assess the infant-toddler content of the early childhood higher education curricula, with a particular emphasis on the educational needs of infant-toddler care providers. The work will further provide recommendation for next steps to strengthen the infant-toddler content to meet the needs of the workforce. Based on the review of current curricula provided by the Center for the Study of Child Care Employment, the District will engage the Higher Education Collaborative in making the changes in course offerings and content to create an infant-toddler endorsement at all levels of the early childhood education system (CDA, AA, BA). This is likely to include a strengthening of the course content

in infant-toddler development and place-based internships in high-quality infant-toddler programs. As a lever for the engagement of the Higher Education institutions the District is expanding investments in T.E.A.C.H. and an infant-toddler scholarship fund as described in Section D.2.

Activity D.1.2.2. Strengthen the infant toddler, special education, and ELL content in the curriculum of higher education institutions at all levels, particularly AA and BA programs. The Higher Education Collaborative will engage the provider community and the higher education community in a process to review supply and demand for early childhood special education and ELL services. Based on the results of this assessment, the District will engage the Higher Education Collaborative in making changes in course offerings and content to create increased capacity for training at all levels of the early childhood education system (CDA, AA, BA, dual certification programs) that supports children with special needs and children who are dual language learners. This work will be led by the Higher Education Consortium with the leadership of UDC and T.E.A.C.H. As a lever for the engagement of the Higher Education institutions the District is expanding investments in T.E.A.C.H. and an infant-toddler scholarship fund as described in Section D.2.

Impact on Children With High Needs:

- The District’s plan focuses on building on its current infrastructure to support professionals in high demand, namely professionals working with infants and toddlers and special populations of children and families.
- Changes in course offerings and content will create increased capacity for training at all levels of the early childhood education system that supports children with special needs and children who are dual language learners.
- The most essential factor in the quality of early learning and development settings are the skills of the adults caring for and teaching children.

Impact on Early Learning and Development Programs:

- The quality of a broad range of early learning and development programs in the District (home visitation, Early Head Start, child care, IDEA Part C services) will be directly impacted and improved by the increased skills and knowledge of caregivers and teachers.

Table D1.1 Core Knowledge Areas

#	Area	Examples
1	Child Growth and Development	<ul style="list-style-type: none"> • Principles of child growth and development • Domains and stages of development (motor, language,

#	Area	Examples
		<ul style="list-style-type: none"> cognitive, social-emotional) • Links between various aspects of development and learning
2	Observing, Documenting and Assessing to Support Young Children and Families	<ul style="list-style-type: none"> • Observation and assessment of children's behavior • Screening instruments for all domains (motor, language, cognitive, social-emotional) • Using observations and assessments in an effective way to support children and families • Recognize the types and signs of child mental health issues
3	Health, Safety, and Nutrition	<ul style="list-style-type: none"> • Physical Development, Health and Safety • Nutrition • Types and signs of abuse, neglect, and violence; responsibilities and procedures for reporting abuse and neglect • Developmental consequences of abuse, neglect, stress and trauma
4	Curriculum	<ul style="list-style-type: none"> • Planning and implementing a developmentally appropriate curriculum that advances all areas of children's learning and development • Approaches to Learning, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts • Considering culturally-valued content and home experiences • Strategies that offer choices and foster curiosity, problem solving and decision-making • Planning and implementing a curriculum that is aligned with DC's Early Learning Standards
5	Inclusive Practices	<ul style="list-style-type: none"> • Characteristics of children with varied disabilities • Adaptations of curricula to include children with disabilities in all classroom activities • Interventions to enhance the growth and development of children with disabilities and development of the Individualized Family Service Plan (IFSP) or the Individualized Education Plan (IEP)
6	Learning Environments	<ul style="list-style-type: none"> • Creates learning environments that are responsive to the diverse needs of the abilities and interests of young children • Strategies to implement learning environments that support developmentally appropriate practices (infants, preschoolers, school age) • Adaptations to fully include children with special needs
7	Building Family and Community Relationships	<ul style="list-style-type: none"> • Principles and strategies that view families as functional and resilient with diverse values, cultures, unique temperaments and learning styles • Establishing relationships and communication with families

#	Area	Examples
		<p>and other community systems that are productive, supportive and pro-active</p> <ul style="list-style-type: none"> • Issues, challenges, and services regarding mental health
8	Diversity: Family, Language, Culture, and Society	<ul style="list-style-type: none"> • Culture, language and ethnicity as a positive influence on a child's development • Helping young children understand and appreciate different cultural traditions
9	Program Management, Operation and Evaluation	<ul style="list-style-type: none"> • Approaches and techniques to plan, organize, and use available resources • Effective strategies for working productively with staff and community resource individuals and agencies • Techniques to conduct program evaluation and to implement program improvements • Interpersonal development and communication including team building, collaboration, and conflict management principles and skills. • Fiscal planning and management
10	Professionalism and Advocacy	<ul style="list-style-type: none"> • Scope of the early childhood profession • Impact of federal, state, and local standards, policies, regulations, and laws which govern and impact on children, programs and early childhood professionals • Approaches to evaluate one's professional skills and need for professional development • Responsibility to work with other early care and education professionals, parents and the community to discuss and improve policies, laws, standards, practices that impact children, programs and the profession
11	Social-Emotional Development and Mental Health	<ul style="list-style-type: none"> • Social and emotional development • Communication techniques for guiding young children toward self- direction and confidence • Guidance and management strategies that support developmentally appropriate practices • Approaches to provide supportive relationships with children and to foster positive peer-to-peer interactions • Approaches to meet the mental health needs of all children

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

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that-

(1) Are aligned with the State's Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that-

(1) Are aligned with the State’s Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) 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 with programs that are aligned to the Workforce Knowledge and Competency Framework; and

(2) 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.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(2):

- Evidence to support why the proposed professional development opportunities, policies, and incentives will be effective in improving outcomes for Children with High Needs

(e.g., available evaluations, developmental theory, or data or information about the population of Children with High Needs in the State).

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(d)(1) and (D)(2)(d)(2).

D2 recommended maximum of five pages

Section D. A Great Early Childhood Education Workforce

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

(a) Providing and expanding access to effective professional development opportunities

- (1) Are aligned with the State’s Workforce Knowledge and Competency Framework
- (2) Tightly link training with professional development approaches, such as coaching and mentoring
- (3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs

Overview: The District is committed to ensuring that all ECE Professionals have access to effective professional development opportunities that will help them improve their knowledge, skills and abilities in working with young children.

Through careful alignment and oversight, OSSE is ensuring that all professional development opportunities are aligned with our Workforce Knowledge and Competency Framework. The *DC PROS Professional Development Plan* is the current compilation of all professional development programs, initiatives and efforts from a cross-sector of early childhood communities. In 2011, OSSE established a process by which an individual, an organization, a government partner or a national advocacy agency can become certified to provide professional trainings (See Attachment 81-85). Each applicant for trainer certification “must provide evidence that they have college credits aligned with the Core Knowledge Area(s) in which they plan to train...” (OSSE Trainer Approval Program, 2010, p. 6). In addition, applicants must provide “evidence that they meet requirements to deliver trainings at a specific level” (OSSE Trainer Approval Program, 2010, p. 8). These providers deliver what is commonly referred to as “cock hour” training, or training designed to meet the required number of hours ECE professionals must complete as part of program licensing requirements.

Currently, training providers must document that their course offerings align with the eleven DC PROS core areas. OSSE licensing staff members track the training by indicators that correspond to an aligned core knowledge area(s) in the DC PROS. Through the expanded and

enhanced QRIS review process (See Section B), each state-funded early childhood and development program will be given specific core knowledge areas on which to focus professional development for their teachers and staff in order to meet their continuous quality improvement, as part of the QRIS monitoring process. In the past, OSSE has monitored required training completion by teachers at CBOs but the *content* of trainings was not specifically targeted to areas of identified need for a given provider. The added value of alignment with the QRIS program review will ensure that ECE professionals are connected to high quality training opportunities in their areas of greatest need. This training alignment will go beyond keeping center licenses current to ensure that all professionals working with children are continuously improving their knowledge and professional capacity in areas of identified weakness.

OSSE has also made investments in professional development for ECE Professionals on the DC Early Learning Standards (DCELS), child development, the elements of the QRIS, the components in the environmental rating scales and how to improve on each quality measure, and specific training on the CLASS - particularly in focusing on ensuring adult-child interactions that support learning. All early learning professionals in each setting are also trained on the unique needs of children with high needs, including opportunities to learn about the needs of dual language learners and children with special needs or developmental delays. OSSE professional development staff or professional development providers supported and certified by OSSE are the primary mechanisms for professional development for licensed programs serving children who qualify for child care subsidies. Existing capacity within the LEAs, both DCPS and public charter schools, from staff such as ECE coaches and instructional specialists, is also leveraged to deliver aligned, evidence-based professional development to teachers.

Aligned professional development is also happening in school-based Pre-K programs in the District. The DC Public Schools has invested in a coaching and mentoring model for the Head Start School-Wide model Pre-K programs in the 57 Title I schools across the District (only 17 of the DC Public Schools offering Pre-K are not Title I schools). The overall coaching model is built on a theory of change that advances the idea that early childhood quality is a whole school/program process, and therefore includes a classroom focused component, as well as a program-level component. This strong coaching and mentoring model is a core part of the District's plan to improve the strength and depth of professional development for early learning educators.

The coaching model used in DCPS is designed so that coaches spend 50% of their time engaged in direct work with classroom educators focused on their unique needs as practitioners.

The remaining 50% of the time is spent facilitating what is called “school-based work.” Activities categorized as school-based work include improving the knowledge and capacity of school administrators (e.g., principals/directors, school-based instructional coaches/curriculum coordinators, and special education coordinators) to facilitate high-quality early childhood programs and processes. Additionally, coaches train and work with the entire staff in professional learning communities as a way to build common practice throughout a school’s early childhood community (DuFour & Eaker, 1998). These two important pillars of work, school level work and classroom level work, result in early childhood learning communities and high-quality early learning environments. Teacher observations, including CLASS scores and the progress of children on formative assessments are important metrics to evaluate and continuously improve upon the coaching model.

Also of significance within the DCPS coaching-mentoring model is Maslow’s hierarchy of needs. This commonly known hierarchy explains that some human needs are more basic than others, and pave the way towards what Maslow describes as self-actualization or a higher level of human functioning, and fulfillment (Maslow, 1968). The coaching-mentoring model assumes a parallel set of assumptions about teacher practice, that certain elements of practice are more basic and necessary and that the quality provision of these elements lays the foundation for the more complex elements of teaching and learning in an early childhood classroom. For example, when teachers have a classroom in which the daily routines, environment and the relationships between teachers and children are healthy and functioning at high levels, the teacher is then able to reflect on her observations about what children are learning and how to respond to that learning in appropriate ways. The theory of change in the coaching-mentoring model posits that a teacher cannot find the space to observe and reflect in this way when routines, schedules and relationships are not in place. Similarly, a teacher can only focus on effective individualized instruction related to discrete elements of content, such as literacy and mathematics, when there is a system in place for observation and planning that allows her to reflect on children’s knowledge, skills and unique learning styles. Trying to focus on coaching teachers in phonemic awareness approaches before they understand the individual developmental and skill level of each child would likely be less effective and potentially lead to inappropriate practices that do not build on what children know and can do, an important element of learning theory.

In 2012-2013, 600 Head Start-Pre-K teachers and aides participated in this model at 57 schools. The District invests \$3 Million Head Start dollars in supporting this coaching and mentoring model. In addition, the District invests a significant portion of Child Care

Development Fund quality set aside funds to meet the professional development needs of early care and education providers in child care, Head Start and Pre-K programs across the District.

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that:

- (1) Are aligned with the State's Workforce Knowledge and Competency Framework
- (2) Tightly link training with professional development approaches, such as coaching and mentoring
- (3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs

The District has a tiered reimbursement system that is based on the level of the rating achieved in the QRIS, *Going for the Gold*. The base rate is set at the Bronze level, and providers in child care centers and family child care homes receive rate increases when they move up to the Silver level, and receive the highest rates when they achieve Gold level. In order to incentivize higher quality in the infant-toddler care system, the Mayor made an investment of \$11 million dollars in infant-toddler programs. This funding will serve three distinct purposes: 1) a portion will be used to increase the number of high-quality infant-toddler slots in subsidized child care; 2) a portion will be used for rate increases for infant toddler programs; 3) and a portion will be used as scholarships for infant-toddler providers who seek to advance their credentials through higher education. Over and above the infant-toddler investments, the District is also creating an incentive fund to pay higher rates to quality centers serving children in the child welfare system and children who are homeless.

In order to meet the goal that all Pre-K teachers have a BA by 2017, the District has invested in a scholarship fund to support enrollment in BA programs in higher education institutions. In the first two years of the program, 90% of Pre-K teachers District-wide were determined to have attained a BA. Through RTT-ELC, the District will replicate this model for infant and toddler teachers. The Scholarship fund is administered by the University of the District of Columbia (UDC) and advised by the Early Childhood Higher Education Collaborative that is comprised of institutions of higher education with early childhood education programs in the District and surrounding areas. The National Black Child Development Association, which is

the lead agency for T.E.A.C.H. in the District, is also a member of the Collaborative.

In addition to the Scholarship Fund administered by UDC, the District has also invested in T.E.A.C.H. since 2010 for the purposes of increasing the qualifications and effectiveness of teachers providing services to children with high needs. The T.E.A.C.H. Early Childhood® Project is a national program model designed to provide sequenced educational scholarship opportunities for child care center teachers, directors and family child care home providers who work in regulated settings and provide services to children with high needs. The T.E.A.C.H. Early Childhood® Project offers scholarships to study Early Childhood Education at partner colleges and universities in the DC metropolitan area. T.E.A.C.H. provides scholarships to supplement the costs for teachers to earn their AA and/or BA degrees in Early Childhood Education, Human Development/Child Development, or Special Education. Incentives to participate in T.E.A.C.H. include wage supplements and bonuses upon achievement of various milestones within the education process (a Fact Sheet on T.E.A.C.H. is in Attachment 87).

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention

To facilitate statewide knowledge on the development, advancement and retention of Early Childhood Educators, OSSE has solidified a method for assessing and tracking credential levels through a Professional Development Registry (PDR). The PDR tracks ECE professionals as they gain credits toward degrees and “clock hours” toward licensing requirements. The PDR has been implemented since 2013. OSSE is in the process of populating information into the PDR, which currently tracks teacher demographic information, credentials, degree(s), and continuing education/training credits, for teachers in several CBO early childhood programs. The PDR currently includes data for 1300 educators. The District’s high quality plan for Section E2 outlines how the District will build an early childhood data system linked to its State Longitudinal Education Data system (SLED). This system will automate the process by which data on educators is captured from the PDR and integrated into SLED. Proposed changes to licensing regulations will require licensed early childhood programs to provide information to the PDR. This will ensure that the PDR includes data on professionals working in all types of early learning programs in the District, including those employed by non-subsidy licensed child development centers. This expansion of the PDR is consistent with the District’s high-quality plan in Competitive Preference Priority #2. Data from this system will be used to better understand the characteristics of the early care and education workforce, the professional and

career trajectories of staff in birth to three, Pre-K and K-3 schools, and to develop policies that support the development of skills, competencies and education. The District's high-quality plan below in Goal D.2.5 will ensure that the PDR data are publicly reported and useful for informing policies and resource allocations aligned to the District's ambitious goals for its early childhood educator workforce.

(d) Setting ambitious yet achievable targets for--

- (1) 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 with programs that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) 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.

The District's High Quality Plans include a number of performance targets for increasing the number of postsecondary institutions and professional development providers from our current baseline of 11 to a target of 14 "aligned" institutions as well as for increasing the number of early childhood educators who are progressing to higher levels of credentials. (See Tables (D)(2)(d)(1) and (D)(2)(d)(2)).

High Quality Plan for (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

Goal D2.1. Support infant and toddler providers in improving their knowledge, skills and abilities, with focused coaching and mentoring in subsidized child care programs in Wards 5, 7, and 8.

Rationale

The need for a highly qualified infant toddler workforce is evident throughout the District. Many of these programs do not have the resources to make the program changes that are needed to improve quality and move up the tiers of the QRIS, from Bronze to Silver to Gold. There is a great need in the District to build the capacity for quality within infant-toddler programs. The District had great success in building the educational credentials of the pre-k

workforce when universal pre-k was launched and is taking major steps to now do the same for the Infant Toddler workforce. The DC Public Schools implements an evidence-based coaching and mentoring model to support quality within the Title 1 blended Head Start-pre-k programs. This model will be replicated with infant-toddler programs in the three Wards with the greatest number of children with high needs, Ward 5, 7 and 8.

High Quality Plan

Activity D2.1.1: Hire and Train an Infant and Toddler Specialist Network to work with early learning and development programs serving children with high needs. The District will award a subcontract to a qualified vendor to develop and implement a coaching and mentoring model for providers in subsidized child care centers in Wards 5, 7 and 8. A team of 17 Infant Toddler Specialists will be hired and trained to provide coaching, mentoring and professional development that improve the quality of infant-toddler care in these three wards, with the goal of helping programs improve quality and move from the Bronze to the Silver and Gold tiers of the QRIS. In addition, three of the Infant-Toddler Specialists will have the experience and credentials to provide child health consultation to infant toddler centers to ensure that health and safety issues are addressed at high levels. This was an area of need identified in the Howard University baseline quality study using objective and reliable Environmental Rating Scales (See Appendix 56 for the Howard University Quality Study of Subsidized Child Care Centers).

Careful tracking of access to high-quality child care and high-quality Pre-K in these three Wards will be a core focus of the RTT-ELC work, ensuring that the District meets our goal to increase the number of children with high needs who attend high quality programs as well as to increase the number of high quality programs available in the three highest risk Wards and throughout the District. In order to provide data on the issues that need to be addressed to improve quality, the District will contract with a vendor to conduct a baseline environmental rating scale for all subsidized child care programs at the Bronze level. These data will be used to inform the supports needed to move programs from Bronze to Silver to Gold.

The Infant Toddler Specialists Network will be responsible for the following: Provide targeted coaching and mentoring, training and technical assistance to help child care centers and family child care homes move from Bronze to Silver to Gold; engage infant-toddler providers in understanding what high-quality infant toddler care looks like and what it takes to provide high quality infant-toddler care; develop and provide opportunities for infant-toddler care providers to

develop skills in working with children who have developmental delays or disabilities, who are homeless or who are involved in the child welfare system; have a representative on the Home Visiting Council to facilitate linkages, coordination and peer support. The vendor that is contracted to implement the Infant-Toddler Specialist Network will be required to ensure that all of the infant and toddler specialists are trained in coaching and mentoring, PITC, ITERS, Strengthening Families and Teaching Strategies GOLD. PITC is a national evidence-based model that shows infant/toddler care teachers ways of helping infants learn the lessons that every infant comes into the world eager to learn. Strengthening Families is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families. Teaching Strategies GOLD is a research-based formative assessment model that the District will be implementing in all of the subsidized child care programs as well as Part C services. Teaching Strategies GOLD is already used in DC Public Schools Title 1 Pre-K program and in some public charter school Pre-K programs.

The cadre of infant-toddler specialists will be a team of experienced infant toddler educators (all with demonstrated professional development experience with infant and toddler providers) that will use an instructional coaching model that is program-wide and focused on capacity building; differentiated based on needs of the program and program staff; is responsive and built off of classroom quality measures as well as child outcomes. The coaching model training and supervision will need to meet to following specifications in order to ensure that the work is based on evidence of effectiveness: Demonstrated experience training and supporting coaching in Head Start programs, public and charter schools, community based settings; demonstrated experience training and supervising coaches whose role is to build capacity at the program level (includes developing the program leader and the providers/teachers); an established coach training curriculum that is aligned with the coaching model; experience developing training and supervision for the supervisors of coaches (lead or master coaches) and have a curriculum designed to develop both the coaching supervisors and the coaches; demonstrated experience on implementing large-scale (25 coaches plus) training and supervision model. The Infant-Toddler Specialists Network will also be supported by a new Infant and Toddler Manager at OSSE.

Goal D2.2. Develop and implement a model for CDA and AA training in order to engage infant-toddler providers in Wards 5, 7 and 8 in furthering their educational credentials.

Rationale

Many of the community-based providers in the Wards with the greatest number of infants and toddlers with high needs have staff with limited experience with the higher education system. Some of these providers are also in need of English as a Second Language, Adult Basic Education and GED training before they are ready to advance to an AA or BA degree. Providing a range of opportunities for providers to enter a career trajectory that leads to higher education credentials is critical. While some people may be ready to engage with early education programs in the District's higher education institutions, there are many early learning providers in child care centers and family child care homes that would benefit from an approach that includes a CDA as an entry point to further career development. The District's high quality plan below will ensure that these educators receive comprehensive and tailored CDA supports that will help them not only be successful in attaining the CDA that prepares them to serve infants and toddlers with high needs, but that also supports them in their continuation along the career ladder to even higher qualifications.

In addition, the District must expand its capacity to recruit and develop additional infant and toddler professionals. As noted previously, the Mayor's new \$11 million dollar infant and toddler investment will support at least 200 new high-quality infant and toddler slots in the District. And, the District's high-quality plan in Goal D2 4 will examine strategies for financing infant and toddler access and quality to support future investments by the Mayor. In addition, the designation of the District as a birth to five pilot city by the U.S. Department of Health and Human Services Office of Head Start means that the District can expect significant expansion of infant and toddler slots. There is approximately \$19.2 million dollars available in federal Head Start funds to support Head Start services for children from birth to age five. The awards are expected to be announced in the spring of 2014. Taken together, there is going to be a significant need in the District to expand the existing pool of highly qualified professionals to serve infants and toddlers with high needs, in addition to support the professionals that are already working in early learning and development programs. The District's high-quality plan will make new investments aligned to this goal.

High Quality Plan

Activity D.2.2.1. The CDA program will transition to a coaching and mentoring model with cohorts of CDA students from the same neighborhood. This model has been shown to be more successful in supporting CDA completion. OSSE will revise the current CDA providers'

scope of work to support training of cohorts of people seeking their CDA, increase accountability for CDA completion rates and have CDA providers connect with T.E.A.C.H. to support further advancement after CDA completion. There will be focused recruitment with infant and toddler providers in Wards 5, 7 and 8. We will be building on a model used in CA that links people seeking a CDA with support for ESL, Basic Education, GED and computer skills. The District has a strong network of adult education providers that can be engaged as part of the CDA training network. The CDA providers will also be accountable for providing information on T.E.A.C.H. and transitioning CDA graduates into T.E.A.C.H., so that there is more attention to career advancement beyond the CDA training.

Activity D.2.2.2 The District will make investments in recruiting new professionals to work in infant and toddler programs. Earlier this year, the Mayor announced a new initiative to establish Career and Technical Education (CTE) Academies within the District's high schools in partnership with the National Academy Foundation (NAF). The NAF model focuses on key areas where additional capacity is needed to support the Mayor's economic development goals. While the NAF does not have capacity to provide career and technical education in early childhood education, the District will seek to model it's CTE ECE Academies after the NAF models in place for other high demand professions. The District's plan will establish three early childhood CTE Academies at three district high schools in wards with significant populations of children with high needs. The Academies will provide academic and hands-on learning opportunities (including summer practicums) for interested juniors and seniors in high school so that they can graduate from high school with a diploma and the nationally recognized child development associate credential (CDA).

Goal D2.3. Expand funding for scholarships for infant-toddler providers, through T.E.A.C.H. and through the OSSE Infant-Toddler Scholarship Fund.

Rationale

Many providers do not have the resources to engage in and complete higher education programs, from AA through Masters. T.E.A.C.H. is an effective model for recruiting, retaining and training early childhood educators that provide scholarships and wage incentives and bonuses attached to credentials. T.E.A.C.H. is an evidence-based proven model implemented in states across the country. The District has been investing in T.E.A.C.H. since 2010. In DC the program is managed by the National Black Child Development Institute. In addition, the District had great success in establishing a Scholarship Fund to support pre-k teachers in attaining their

BA, as BA completion is a requirement for teachers in the District's universal Pre-K program with 90% of teachers attaining their BA.

High Quality Plan

Activity D2.3.1: **Expand the T.E.A.C.H. program managed by the National Black Child Development Institute's T.E.A.C.H. program with the goal of recruiting and supporting early learning professionals in advancing their educations.** The investment in T.E.A.C.H. has a three-fold strategy, as follows: Invest in infant and toddler professionals to engage in higher education, with priority for child care and family child care providers in Ward 5, 7 and 8; Provide an incentive for pre-k Charter Schools to participate in QRIS, with T.E.A.C.H. scholarships as an incentive for their staff; Provide a pathway for the CDA Cohorts to advance to AA degrees and BA degrees. In addition, the District will expand the existing scholarship fund to provide scholarship support at the District's higher education institutions for infant and toddler professionals that seek to attain their AA, BA or Master's level training. This has been an effective mechanism in the District for rapidly advancing the educational credentials of Pre-K providers and we anticipate that it will have a similar positive impact on infant toddler credentials.

GOAL D.2.4. Adequately compensate infant and toddler professionals to support entry and retention and effectiveness in the infant and toddler workforce.

Rationale

As previously noted, the Mayor has invested \$11 Million in infant and toddler capacity in the District, with funding for high quality infant toddler child care slots, rate increases for infant toddler providers at each level of the QRIS and ongoing investments in the professional development and education system that trains the infant toddler workforce through federal CCDF dollars and significant contributions of local funds. Yet more needs to be done to support infant and toddler professionals in the District. In 2012, the Mayor convened a Commission on Compensation to examine how the District could better structure policies and incentives to build a highly-qualified, highly-effective, and highly-compensated ECE workforce. The Commission's report included recommendations such as a specialized salary scale for professionals caring for infants and toddlers and parity for educators working in the community based sector that have achieved high levels of qualifications [See Appendix 88 Commission on Early Childhood Teacher Compensation Page 9]. In addition, the District needs to determine the numbers of

additional slots needed to ensure that **all** infants and toddlers with high needs are served in high-quality programs. The District is invested in the development of a bold plan for infants and toddlers access to high-quality early childhood services.

Activity D2.4.1: Develop a financing strategy to support increased compensation for infant-toddler providers and expansion of infant and toddler programs. The great need for a skilled, competent, and well compensated early childhood workforce to support birth to three programs across the District is a core reform area that drives the RTT-ELC plan. The District plans to build from the commission on compensation and convene a working group to examine a financing strategy for expansion of infant and toddler slots and compensation for infant/toddler providers, including incentives for educational training that leads to a more skilled, competent infant-toddler workforce.

Goal D2.5. Publicly report aggregated data on the workforce

Rationale:

Policymakers, planners and providers need access to information on the early care and education workforce in order to monitor the impact of existing investments and plan for the future. The District has a relatively complex early childhood system of public preschool programs that use a blended Head Start-pre-k model, pre-k in charter schools, licensed child care in the private pay market, and subsidized child care centers and family child care homes. In addition, there is a cadre of people who support children's learning and development from birth to age 3, including child care providers, home visitors, Early Head Start program staff, early intervention Part C staff and others. It is critically important to understand the demographics, education and professional experience of this workforce as well as to ensure that the District is providing the full array of targeted education, training, coaching and mentoring that is tailored to their unique needs. A professional development registry is one component of the data that are needed to support the District's early learning workforce.

High Quality Plan

Activity 1. Fully implement to Professional Development Registry as part of the State Longitudinal Education Data system (SLED). These data will be available to the Early Success Council, the state advisory council (SECDCC), and OSSE Division of Early Learning

staff and to providers to support QRIS continuous quality improvement plans. See Section E2 for more information.

Activity 2. Publicly report Workforce Data as part of the Early Learning Data System. The District’s statewide longitudinal data system (SLED) captures a significant amount of data regarding the qualifications of the early childhood workforce. The District’s high-quality plan for its early childhood data system within SLED will facilitate the public reporting of aggregated data on Early Childhood Educator development, advancement, and retention. The state advisory council (SECDCC) will be responsible for issuing this report on an annual basis.

Impact on Children With High Needs:

- A coaching and mentoring model program will be developed and implemented for infant-toddler programs in the three Wards (5,7 and 8) with the greatest number of children with high needs. In addition, staff of these programs will receive supports that will allow them to attain a CDA that prepares them to serve infants and toddlers with high needs. This will increase the number of children with high needs who attend high quality programs.

Impact on Early Learning and Development Programs:

- Infant –toddler programs in Wards 5, 7 and 8 will benefit from a coaching and mentoring program with the goal of moving from the Bronze to the Silver and Gold tiers of the QRIS. In addition, they will benefit from specialists who will provide child health consultation to ensure that health and safety issues are addressed at high levels. There will be an overall focus on improving the credentials of the staff of these programs.

Table 1. Performance Measures for (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 (Today)	Target - end of calendar year 2014	Target - end of calendar year 2015	Target - end of calendar year 2016	Target – end of calendar year 2017
Total number of	1120	1321	14	14	14

20 Current Cadre of Institutions that are involved in T.E.A.C.H. and aligned to DC Pros.

“aligned” institutions and providers					
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	2,023	2,433	2,783	3,033	3,313

OSSE estimates that there are approximately 3,300 Early Childhood Educators in the District of Columbia. These data are based on estimates provided through the FY 11 and FY 12 Market Rate Survey Studies conducted by UDC, the 2011 Great Start Workforce Development Study conducted by Howard University and OSSE provider end of the year program reports. Using data from these sources, OSSE estimates that there are 2,023 Early Childhood Educators will some form of degree, as follows: CDA Credential (718); Associates Degree (694) and Bachelor’s Degree (611). These estimates indicate that approximately 61% of Early Childhood Educators have a CDA, AA or BA. Conversely, there are 1,277 Early Childhood Educators with no form of credentials, accounting for 39% of Early Childhood Educators. The chart above show targets through 2017 based on an increased credentialing of 410 Early Childhood Educators in Year 1, 350 in Year 2, 250 in year 3 and 280 in Year 4. These numbers are estimates and will be refined in 2014 using data from the Professional Development Registry (PDR) that has been piloted and is currently in the first phase of full implementation.

Table 2. Performance Measures for (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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	718	22%	350	32%	270	40%	150	44%	150	47%

21Additional institutions to be added; currently working to establish agreements for TEACH scholarship recipients to ensure affordable tuition agreements.

Table 2. Performance Measures for (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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
<i>Specify: CDA</i>										
Credential Type 2 <i>Specify: AA</i>	694	21%	50	22%	60	24%	75	26%	100	28%
Credential Type 3 <i>Specify: BA</i>	611	19%	10	19%	20	19%	25	20%	30	26%
Credential Type 4	0	0%	0	0%	0	0%	0	0%	0	0%

Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.

OSSE projects it will increase the workforce by 40 Early Childhood Educators annually through 2017 will take the total number of Early Childhood Educators in the workforce from the baseline of 3,300 to 3,460 in 2017 (2014 – 3,340, 2015 – 3,380, 2016 – 3,420 and 2017 – 3,460).

The baseline is an estimate based on data from the FY 11 and FY 12 Market Rate Survey Studies conducted by UDC, the 2011 Great Start Workforce Development Study conducted by Howard University and OSSE provider end of the year program reports. Baseline for 2014 will be refined using the information in the newly implemented Professional Development Registry. As of 2014 all licensed programs will be required to submit data to the PDR which will improve the accuracy of the data for 2014 and beyond.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children’s learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) 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;

(c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) 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; and

(e) 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 ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(1):

- Any supporting evidence the State believes will be helpful to peer reviewers.

El recommended maximum of eight pages

Section E. Measuring Outcomes and Progress

(E)(1) Understanding the status of children’s learning and development at kindergarten entry

Overview: Understanding the status of children’s learning and development at kindergarten entry is central to evaluating the success of the District’s early childhood education reforms and more importantly to informing both policy and instruction – for the purpose of continually improving child outcomes. The District of Columbia has not historically had a single District-wide assessment used across all kindergarten classrooms. A range of assessment instruments are currently used at both DCPS and public charter schools, serving a variety of purposes. None, however, provides a comprehensive and District-wide picture of children’s learning and development as they begin kindergarten. The high quality plan the District has laid out will move us to a comprehensive and District-wide approach to understanding the status of children’s learning and development at kindergarten entry especially of our children with the highest needs.

In the current school year the District is piloting two measures of kindergarten readiness across traditional public and public charter schools. Simultaneous to these two pilot efforts, the District is participating over the next 4 years in the development of a K-3 formative assessment, including a KEA, as part of a cross-State consortium which was recently awarded a \$6.1 million grant from the U.S. Department of Education under the Enhanced Assessment Grant (EAG) Program to enhance the K-3 formative assessment that NC is developing under their RTT-ELC grant. This K-3 assessment is referred to as the Enhanced Assessment for the Consortium (EAC); the KEA portion will be referred to as the EAC-KEA. Competitive Priority 4 focuses on the full EAC; this section focuses on the KEA element. The EAC-KEA will be ready for full statewide implementation in the District in September 2016 and will meet all of the criteria outlined in the RTT-ELC guidance for a common, statewide Kindergarten Entry Assessment.

The Consortium is also supported by three research partners, SRI International, the BUILD Initiative, and Child Trends, who together will offer the District a wealth of relevant experience and expertise on assessment design and implementation, early childhood policy and programs, K-3 content, stakeholder engagement, and professional development. The collective wisdom and experiences across our Consortium will make our assessment more meaningful and useful and will support successful implementation. Our work with the Consortium frames our

High-Quality Plan for E1, described in detail below.

Until the EAC-KEA is ready, OSSE's Early Learning Division has in place two complementary approaches to inform kindergarten readiness: a pilot of the Teaching Strategies GOLD and the Early Development Inventory (EDI). The GOLD pilot began in September 2013, prior to the opportunity to join the EAC consortium. The GOLD assessment meets the federal definition of a KEA. The pilot is providing valuable information regarding educators professional development needs regarding observation-based assessment.

The District has a signed agreement with UCLA Center on Children and Families to implement the Early Development Instrument (EDI) (See Attachment 91) in all Pre-K classrooms at the end of the school year. Within the universal publicly funded Pre-Kindergarten environment that the District has established, it is possible to administer the EDI at the end of Pre-K and capture 90% of rising kindergarten students. The District will begin administration of the EDI in April 2014. While the EDI does not meet the federal definition of a KEA, it allows for a neighborhood level analysis of kindergarten readiness, which fuels recommendations for policy change and resource allocation. The District's use of EDI as one part of a comprehensive assessment system is discussed further in Section C.

Using EDI and GOLD in combination supports the District's initial effort to measure kindergarten readiness for both the purposes of informing instruction and driving improvements to the District's birth to five system, as we work towards the full development and implementation of the EAC-KEA.

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness

Both the EDI and GOLD – the two kindergarten readiness measures that the District is using in anticipation of the EAC-KEA – are valid and reliable observation-based assessments, aligned with the District's early learning and development standards (DCELS), and cover all essential domains of school readiness (see GOLD Alignment in Attachment 62). The EDI measures five domains of early childhood development (physical health and well-being, social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge) and is helpful in describing how children are developing and in predicting future health, education and social outcomes. GOLD covers 10 areas of development and learning, including social-emotional, physical, language, cognitive, literacy, and mathematics, and is designed to inform instruction.

An important guiding principle of the EAC is that improving student outcomes requires the alignment of standards, assessment, and instruction (Kagan, 2012). Good formative assessment provides information to guide instruction, thus creating the link between assessment and instruction.

The District and the other consortium states will work with BUILD and the leading experts in ELDS, Catherine Scott-Little and Lynn Kagan, to develop a set of voluntary Common Essential Standards (CES), beginning in Fall 2013 (see C1 for a thorough description of this project). Step 1 in the CES project is the analysis of the DCELS and other states' ELDS for the year before kindergarten. The analysis will determine areas of commonality across the sets of standards, the constructs present in all standards, and the degree to which states accord priority to specific standards and constructs. The analyses also will identify important outlier constructs and gaps in the standards that need to be filled. This task is estimated to take about 8-9 months, and results will be shared with the Consortium. The final set of CES will be complete in fall 2015.

The Consortium will use these findings as the basis of a “reverse-engineering” process to ensure that the EAC is aligned with common constructs across all Consortium states' ELDS and additional important constructs that are the basis of the CES. Evidence-Centered Design (ECD) is the methodology the Consortium will use as part of this alignment. ECD identifies the focal knowledge, skills, and abilities (KSAs) to be assessed as well as non-focal skills, and abilities needed to perform successfully on assessment tasks, activities, and experiences. The ECD approach focuses on the evidence (what the observer would have to see to know that a child has mastered a skill or competence) needed to determine the presence of a construct in the validation and development of individual assessment items.

(b) 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

Teaching Strategies GOLD is a developmentally appropriate, criterion-referenced system for assessing the knowledge, skills, and behaviors of children from birth through kindergarten. Extensive research has shown GOLD to be highly valid and reliable for children from diverse cultures, languages, socioeconomic backgrounds, and abilities.

The EAG Consortium will further refine validity and reliability of its assessment through the following actions: learning progressions, a systematic approach to standards alignment, a research-based process to review and develop assessment content, comprehensive pilot and field

testing, and rigorous psychometric analysis. Learning progressions define the trajectory students are expected to follow as they acquire new knowledge and skills in an area (Heritage, 2008). They provide meaningful information for guiding instruction and also support alignment of curriculum and instruction across grade levels. Equally important for the EAC-KEA, using learning progressions as the foundation for the assessment allows a range of skill levels to be measured at kindergarten entry. Developing a KEA requires learning progressions (i.e., a continuum of knowledge, skills, and abilities) that extend substantially below kindergarten to accommodate children who enter with lower skill levels, including children with delays and disabilities.

A good KEA also requires progressions that extend considerably beyond kindergarten for children whose learning is accelerated. To provide information useful for instruction, a KEA must capture the skills levels of the vast majority of the entrants (i.e., no floor or ceiling effects). Developing a K-3 assessment based on learning progressions extending below kindergarten and above third grade puts a structure in place that recognizes and responds to the widely uneven development in young children. Because a major portion of a K-3 learning progression must be addressed for a KEA, significant efficiencies are realized by developing a K-3 assessment that incorporates a KEA, rather than developing a stand-alone KEA. As described below, the highly structured ECD process examines the contents of items based on the progressions to determine alignment with a given standard. This ensures that the content of the assessment is aligned with the standards it is designed to assess. The learning progressions will be assessed with a developmentally appropriate observation-based approach that relies on authentic classroom activities, rather than contrived on-demand testing situations, as evidence for what children know and can do.

Pilot and field testing, and rigorous psychometric analysis. Our detailed assessment enhancement plan will ensure that the EAC is ready for statewide administration in the District by Fall 2016. This plan is iterative and thus incorporates processes at multiple points for revision based on stakeholder input and feedback from pilot testing. Online certification modules will be developed so that the District can assess inter-rater reliability of teachers and certify them as reliable to administer the EAG portion of the assessment. To establish reliability, a teacher will view sets of documentation for different children for different progressions and be asked to locate the child's performance on the progression based on the documentation provided. These responses will be compared with master scores to compute reliability. Teachers who fail the reliability check will be given additional training and asked to retake the reliability check

until they achieve reliability.

Our approach to examining the validity of the EAC will be guided by a framework developed by Nichols, Meyers, and Burling (2009) for examining the validity of formative assessments. A major purpose of the assessment as represented in the theory of action is to provide teachers with information for informing instruction. Another purpose is to provide principals and state administrators with information for program improvement. A set of propositions and claims will be developed with stakeholder input for each of the assessment's intended purposes and uses of the information. These propositions will be used to generate the final plan for the types of information that will provide the evidence for each of the claims. Preliminary plans and examples of the kinds of data that will be collected are presented below.

The content validation that is built into the ECD process will be followed by the collection of quantitative data to identify and inform revisions to the learning progressions. Two rounds of pilot testing will be done to confirm that the assessment measures what it was intended to measure, that the domains and their associated progressions measure one and only one factor, that average performance on the scale advances through the progressions, and that the points on the progressions progress in difficulty.

Information will be collected on gender, race/ethnicity, disability status, and English language status to support analyses of differential item functioning. These analyses will provide information related to the claim that the items function the same for all types of children, e.g., ELL and English-speaking children of equal ability in a domain would be predicted to receive the same rating on learning progressions in that domain. To examine generalizability, we will compare reliability and validity findings across states, grade levels, and characteristics of teachers administering the assessment (external validity).

Given that teachers complete the assessment, an important validity claim is that they can be taught to use documentation to reliably assign the appropriate level on the learning progression. We will assemble documentation (work samples, notes, video clips) for three children at each grade level for all progressions in all domains. A group of master teachers trained on the assessment will use this documentation to identify consensus levels (the gold standard) for these children. Teachers participating in the pilot and fieldwork will be asked to complete the assessment for the three children at their grade level. Agreement between the teachers and the gold standard ratings will be computed at the progression and domain level, providing evidence for the claim that teachers can reliably assign appropriate levels. Information collected through this process will be used to inform revisions in the progressions, exemplars,

and the professional development materials. The psychometric analysis will be repeated with the field test data to produce the final statistics for the validity argument for the assessment.

The Consortium will conduct two rounds of pilot testing in five states, including the District. There will be a minimum of 100 children for each level of the progression to provide for the computation of the Rasch statistics. Individual classrooms and students will be selected to provide diversity in the sample, including sufficient numbers of children with disabilities and children who are ELLs. To ensure a large enough sample size for the proposed analyses, the Consortium will recruit a minimum of 20 schools (4 schools per state) for the pilot test. Within each school, four teachers will participate in the pilot (80 teachers overall and 20 in each grade level: K, 1, 2, 3). Each teacher will be trained in the assessment and asked to implement one round of the assessment over a 3-month period with 10 students (800 students total). Nesting effects of assessing children within classrooms/raters, schools, and states will be examined and considered in analysis.

c) Is administered beginning no later than the start of the school year ending during the fourth year of the grant to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation

The District has already begun piloting the GOLD assessments in kindergarten during the fall of 2013, including DCPS and public charter schools. All teachers completed trainings on the assessment and made student observations and ratings during the first two months of the school year. In the coming months, an independent evaluator will evaluate the ease and use of the tool and the data collected. Evaluators will look both at the quality of student outcomes as determined by teacher ratings and at the quality of data collected so that OSSE may improve and refine future professional development on how to support observation-based assessment and implementation of the future kindergarten entry assessment. This evaluation will position the District to most effectively implement a statewide KEA described below in the District's high quality plan. OSSE will continue to invite expanded participation in GOLD in 2014 and 2015, so that more teachers benefit from the training and practice of observational assessment – in preparation for the EAC-KEA.

As described above, the District will participate in both the pilot and field testing of the EAC-KEA in Year 3 of the EAG Consortium work (the 2015-16 school year). The EAC-KEA will be ready for statewide implementation in the District in September 2016 and will meet all of the criteria outlined in the RTT-ELC guidance for a common, statewide Kindergarten

assessment.

During the four years of participation in the Consortium, the District is also planning to work with SRI to extend an assessment based on the Common Essential Standards down to Pre-K. This extension is essential within the unique context of the District where most children attend Pre-K, often for 2 years, in the same school as they complete Kindergarten. As part of the EAC work, assessment items and a testing platform will be constructed to accommodate material including ages 4 through grade 3. The District is seeking to fund additional work in partnership with the EAC, especially SRI, and may work with other EAC states to build out additional items for children age 3. Additional information on the District's plan for expansion can be found in Competitive Preference Priority 4.

(d) 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; and

The EAC-KEA will produce domain scores and performance level in each of the Essential Domains of School Readiness that will be suitable for inclusion in the Early Childhood Data System within the State Longitudinal Educational Database (SLED). This will allow for reporting and analysis of student assessment data that can be linked longitudinally from Pre-K through 12th grade. The EAG Consortium will also develop support materials to assist the District with meeting requirements of the Family Educational Rights and Privacy Act (FERPA) and 34 CFR Part 99 pertaining to the storage and sharing of the KEA data. The District will develop an Acceptable Data Use Policy that limits the permitted usage of these scores and levels to research and formative information to guide instruction and planning (See Section E).

(e) 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 ESEA)

The GOLD pilot has been and will continue to be funded through existing District funding sources. As part of participation in the EAG Consortium, the EAC assessment system – including the contents of the assessment, the PD materials, and the supporting technology – will be available to the District free of charge and without any ongoing licensing fee. The development of the EAC is funded through an awarded a \$6.1 million grant from the U.S. Department of Education under the Enhanced Assessment Grant (EAG) Program. If the District receives an RTT-ELC grant, it will allocate grant funds for participation in the pilot and field-

testing, thus ensuring that the final assessment is appropriate for our population. The District is also requesting ELC grant funds to expand the State Longitudinal Education Data (SLED) system to include KEA data and to develop useful data dashboards for teachers and school leaders (see Section E2).

Beyond the pilot and field testing, the District will ensure implementation of the KEA in the Fall of 2016. OSSE Division of Early Learning has allocated \$150,000 in year 2016 to support the implementation of the KEA.

High Quality Plan for E1. Understanding the status of children’s learning and development at kindergarten entry.

Goal E.1.1. By 2015, pilot the EAC-KEA in at least 10 schools

Rationale: All Consortium states will participate in regular Consortium meetings to provide input and feedback on different stages of the assessment enhancement and conducting broad stakeholder engagement activities in their state. The District is committed to engaging in more resource-intensive activities as part of our Consortium membership, such as piloting assessment components (e.g., assessment items, report formats, technology enhancements, PD materials), field-testing, and conducting more in-depth stakeholder engagement across the District. This added engagement will strengthen the ultimate effectiveness of the KEA and its rollout.

Activity E.1.1.1. Conduct broad stakeholder engagement activities in the District, to ensure school leaders, teachers, parents, and other stakeholders understand the purpose and approach of the KEA.

Activity E.1.1.2. Regularly convene a working group of DCPS and charter schools teachers and administrators to advise the OSSE Division of Early Learning staff that are working with the Consortium to develop the EAC.

Activity E.1.1.3. Pilot assessment items and reports formats, as active participants in the Consortium.

Goal E.1.2. In 2016 implement the KEA District-wide

Rationale: As described above, the District of Columbia has joined a cross-State Consortium to enhance a formative assessment of the Essential Domains of School Readiness, beginning with a KEA and continuing into third grade – and ultimately going down to Pre-K.

This effort will enable the District to better understand the status of all children's learning and development at kindergarten entry, communicate with families about their children's status, and plan systems-level resource allocations and policy to close the readiness-gap for children with high-needs. The training and implementation processes for these two assessments the District is using leading up to the EAC-KEA will serve to inform those same processes for the wide-scale roll-out of the EAC-KEA.

Activity E.1.2.1. Evaluate the GOLD implementation pilot, for lessons that can be applied to the District-wide implementation of the EAC-KEA, including gathering specific data from teachers that are working with ELLs and children with disabilities. This work will be completed in 2014.

Activity E.1.2.2. Create a comprehensive implementation plan for EAC-KEA rollout that incorporates teacher and leader training, stakeholder engagement, and infrastructure support. This work will be done by the EAC working group mentioned above and supported by staff in the OSSE Division of Early Learning and the OSSE Office of Data Management. This work will be completed in 2015.

Activity E.1.2.3. Design training modules to support training on the administration of the EAC-KEA for teachers. In addition, training for families on interpretation and understanding the KEA results will help to ensure that families can use this information to support their child's learning and development. OSSE Division of Early Learning staff will be responsible for developing the training modules for the various stakeholders and individual schools will conduct training during teacher professional development days. This work will be completed in 2016.

Goal E.1.3. Ensure teachers are equipped to gather and report meaningful data and use it to inform instruction, and that administrators understand how the KEA data will enable them to provide for continuous improvements that lead to better child outcomes. Work will be completed in 2016.

Rationale: The overall purpose of the EAC assessment system is to provide information that teachers can use to guide instruction and learning. The EAC-KEA will address the needs of other users as well, including principals, district and regional administrators, state policymakers, and advocates. A guiding principle of our theory of action is that an assessment of young children must be developmentally appropriate to provide valid information for any audience. Direct assessment, in which an adult asks a child to respond to a number of requests, is challenging for young children for a variety of reasons: they may be unfamiliar with the tasks,

confused by the language used, experiencing difficulty following verbal directions, or have limited capacity to respond verbally (National Research Council, 2008). Observation-based assessments, which use regularly occurring classroom activities and products as evidence of what children know and are able to do, are more consistent with recommended practices (NAEYC, 2003) and provide more valid information for diverse learners, such as children with disabilities and English learners, because they provide children multiple ways to demonstrate competence (National Research Council, 2008).

Activity E.1.3.1. The EAC working group's comprehensive implementation plan will identify the specific needs of teachers to support their use of data for instructional planning purposes, and for administrators to support their goals for school improvement and increasing child outcomes. OSSE Division of Early Learning and OSSE Office of Data Management will develop guides and offer opportunities for educators and leaders to share best practice on use of early learning data.

Impact on Children With High Needs:

- Development of an enhanced formative assessment of the Essential Domains of School Readiness will enable the District to better understand the status of all children's learning and development at kindergarten entry, communicate with families about their children's status and plan systems-level resource allocations and policy to close the readiness-gap for children with high needs.
- In addition, training for families on interpretation and understanding the KEA results will help to ensure that families can use this information to support their child's learning and development.
- Impact on Early Learning and Development Programs:
- KEA data will enable teachers to gather and report meaningful data, use it to inform instruction, and allow administrators to provide for continuous improvements that lead to better child outcomes.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

(a) Has all of the Essential Data Elements;

(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

(c) 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;

(d) 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 and to share with parents and other community stakeholders; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (E)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

E2 recommended maximum of eight pages

Section E. Measuring Outcomes and Progress

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Overview: Closing the achievement gap and preparing all students to succeed begins long before students enter a classroom. The District is committed to *expanding* the information in the State Longitudinal Education Data system (SLED), its Pre-K to 12th grade longitudinal data system to include more robust data beginning at birth and through the early childhood years. The SLED already includes data on all children enrolled in subsidized child care, Pre-K in public and public charter schools, as well as data on the Pre-K-12 workforce. By integrating and coordinating additional data on ECE from other state data systems within SLED, the District will have one home for essential information needed to improve the quality of ECE programs and the workforce, track the results of our significant investments in early childhood services, monitor the access of children and families with high-needs to high-quality ECE programs, and

ultimately to improve child outcomes consistent with the Mayor's Early Success Framework. The Early Success Council (See Attachment 4), chaired by the Deputy Mayors for Health and Human Services and Education will be accountable for administration of the data governance plan. The Deputy Mayors collectively oversee and support the various agencies that coordinate activities, policies, and investments aligned with the Early Success goals.

To launch this work, the SECDCC commissioned a report on the state of ECE data and systems in the District. Child Trends conducted the research and published *Recommendations for Developing a Unified Early Care and Education Data Collection System in the District of Columbia* in January of 2013 (See Attachment 97). The report explains current research on the role and value of a unified early childhood data system, describes current data systems used across agencies and early learning programs in the District, and recommends action steps for the SECDCC to support the creation of a unified early childhood data system in the state. The researchers gathered data from extant reports and from phone interviews with representatives of 14 agencies and organizations including CFSA, DC Child Care Connections, DCPL, DCPCSB, DCPS, Early Stages (IDEA Part B, 619), Strong Start (IDEA, Part C), DOH, DHCF, DHS, DMH, DPR, Head Start, home visiting (MIECHV) and OSSE. According to the Child Trends report, "like many other states included in the Early Childhood Data Collaborative survey, the District of Columbia's early childhood data system did not consistently use unique identifiers for all programs to facilitate linkages, it lacked information about the District's early childhood workforce, and there was no governing body designated to manage the development, use, or security of current data-sharing practices (See Table 4 in Attachment 97). The District's responses to the survey show that there is room for growth in coordinating data across programs serving young children and their families" (See p. 11 in Attachment 97). The District has incorporated many recommendations from the Child Trends report as part of its High-Quality Plan described below. We will build the Early Childhood Data System within SLED in order to leverage its current infrastructure and technical and analytical capacity. Combined with a strong structure for ensuring data collection, coordination, and data use across the agencies, this work is a lynchpin of the District's ambitious reform plan.

(a) Has all of the Essential Data Elements:

Since publication of the ECDC survey, the District has made several important advancements in the development of a SLED that has the Essential Data Elements. OSSE now assigns a unique student identifier (USI) to all children in subsidized childcare, as well as all

those in state-funded Pre-K, including Pre-K in community-based programs. The District also has child demographic data on all state-funded Pre-K students and is completing assignment of unique workforce identifiers for teachers and aides in subsidized childcare and state-funded Pre-K. Additionally SLED has information on program offerings through the licensing system as well as the School and LEA information management system. SLED currently matches to historical attendance data from subsidized childcare programs, public charter school, and DCPS Pre-K. Additionally the USI system of SLED performs a daily match with the data systems for IDEA part C, IDEA part B, children under the oversight of CFSA, students receiving TANF, students receiving SNAP, students who qualify for free and reduced lunch, and students receiving English language learner services in Pre-K LEAs. This data process is used to create flags for high needs students, and additional factors will be included in the flag production process as the teen parent database is added to the SLED system. The comprehensiveness of this matching process allows USI assignment as early as birth, which will allow coordinated services across social services providers, the home visit database, and educational providers.

(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs

SLED currently aggregates each of the pieces of the Essential Data Elements from a variety of data sources across Participating State Agencies. Data from student information systems (SIS) at DCPS and the charter schools feed directly to SLED on a periodic basis, as does data from Part C and Part B services, and services provided in accordance with the McKinney–Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, 42 U.S.C. § 11301 et seq.). Available data from licensed child care programs, including Head Start, such as enrollment and attendance data, are captured in SLED. However, the data available on programs, teachers and children in Head Start and the licensed child development centers system is still limited. In many cases, data that is available from child care settings continues to be provided through paper and pencil methods – falling far short of our 21st century data needs and expectations. One of the priorities in the overall High Quality Plan is to enhance this data by ensuring that centers can provide it electronically. Another is to incorporate health, home visiting, and family support data, including the MIECHV program, into the overall data system. Finally, the District would like to leverage the high rates of participation of infants and toddlers in Medicaid as a mechanism for generating the assignment of a unique student identifier at birth upon automatic enrollment in Medicaid. Data show that approximately 5,000 of the infants and

toddlers in the District are in subsidized child care, including Early Head Start. Additionally, the vast majority of infants and toddlers with high needs participate in Medicaid. For these reasons, the District is proposing as part of its high-quality plan to require the data subcommittee to explore how a unique student identifier can be created at birth to facilitate data collection in SLED about the status and well-being of infants and toddlers with high needs.

(c) 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

The Child Trends report also sheds light on the state of data-sharing in the District. The current web of laws and requirements regarding data access, security, and privacy are often cited by agencies as barriers to collaborating and sharing data. Although many programs across several agencies do have data sharing memoranda of understanding (MOUs) in the District, there is clearly a need to provide straightforward guidance and develop processes that streamline the sharing of data. Table 6 in the report (See Attachment 97) indicates the variety of data sharing arrangements underway in the District. OSSE, CFSA, DHS, and DHCF are all currently engaged in sharing data with four or more other agencies, typically to communicate valuable information about student services. The District's high-quality plan elaborates on the work of these agencies and works to streamline processes for data-sharing.

The District has plans underway to make the process of data sharing easier for all participating agencies in the Early Success Council. Beginning in FY14, the District has allocated \$6 million toward the development of a state-designed and sponsored Student Information System (SIS) that will be available to all of the LEAs in the District. OSSE will create this new system, with commonly defined data definitions and indicators, and LEAs and community based providers will have the opportunity to use their customizable system in place of their current SIS. Data from the statewide, common SIS will feed directly from LEAs to SLED. This SIS will streamline and support consistent data collection of valuable student, family, and teacher indicators and will facilitate data collection efforts across all LEAs serving children Pre-K to grade 3. The SIS will be in place by the time the District fully implements its KEA in 2017.

The District will also leverage the \$90M investment (about 80% federal and 20% local funding) that the Department of Human Services (DHS) is spearheading in development of the DC Health Link. DC Health Link is the website where District of Columbia residents, small

business owners and their employees can come to apply for health insurance coverage and enroll in the plan of their choice. Beginning in October 2014, additional functionality will be added for people with low incomes to apply for Medicaid and other public assistance. DC Health Link will create the foundation for a combined data system for the health and human services cluster that will support interoperability between the public benefit data universe and the child and family health and human service delivery systems. As noted previously, information about families' participation in social service programs (participation in TANF, SNAP, and CFSA) is already incorporated into the SLED system. However, this new data system is being created as the foundation system for the District that will support further data integration with SLED, and a unified service delivery system for families. Once this system is completed, DC Health Link will ensure streamlined and efficient interoperability between SLED and DC Health Link.

(d) 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 and to share with parents and other community stakeholders

Currently, SLED provides supports to early learning and development programs and other stakeholders focused on improving the quality of early childhood in the District, particularly for families with high needs. For example, the DCPS schools utilize SLED data to verify eligibility for the DCPS Head Start-Pre-K school wide model children that are categorically-eligible for Head Start services, such as homeless children and other special populations, including children receiving early intervention services. This eliminates the need for the Head Start program at DCPS to collect this information directly from families. Additionally many Pre-K programs have used longitudinal data from the SLED system to evaluate the outcomes of services they provide. DCPS and charter schools also use the SLED system to gather information on special populations of Pre-K students, including English language learners and children with IEPs. SLED is currently loading the CLASS assessment data from the 2012-13 school year to support teachers and leaders in gaining access to detailed information about their learning environment. As part of the District's high-quality plan, this current capacity will be expanded to support community-based programs.

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws

OSSE has done a comprehensive assessment of the local, state, and federal privacy laws.

Based on this assessment OSSE has written a data policy related to privacy protection and security policies and practices which outlines compliance with applicable privacy laws (See Attachment 94). Additionally OSSE requires a signed confidentiality agreement of all new state level staff and contractors. OSSE requires training of LEA staff prior to gaining access to data systems like SLED and the special education data system to ensure users have been trained in proper methods of gathering and utilizing data. OSSE requires users each time they log into the SLED data system to acknowledge the privacy protections that are present, and verify that they are using the system for permitted purposes. Finally, OSSE has developed a contingency plan for responding to inappropriate disclosures of personally identifiable information which will limit the size of disclosure and ensure destruction of any inappropriately disclosed information. To fully ensure that these policies are being implemented, OSSE has begun monitoring LEAs for compliance with federal privacy laws. This monitoring will be expanded to relationships with community based organizations as the scope of data exchange expands. Overall, the District's High Quality Plan provides for the maximum use of its comprehensive data system through ensuring that there are optimal means to prevent the disclosure of information which would violate privacy, while providing for the greatest possible transparency of information that can inform practice and policies in support of child needs. DC is committed to using its data system to understand the levels of participation of different groups of children (by poverty statistics, race and ethnicity demographics, and other factors that indicate children may be in high need) in early childhood services in order to respond to gaps in participation and to begin to identify areas where additional actions need to be taken to close disparities in child outcomes at the time of kindergarten entry.

High Quality Plan for E2. Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Rationale: The District is working to continually grow and expand its ability to collect ECE data. The District's High Quality Plan is to expand SLED capacity to serve as the District's Early Childhood Data System. This work will start with the Early Success Council setting up a governance plan that can guide our early childhood data systems building work. The District recognizes that it will take cross agency collaboration as well as dedicated attention if we are to develop an Early Childhood Data System that includes all of the Essential Elements outlined in the guidance as well as attend to the ethical, legal and security issues that are part of this work. The development of the Early Childhood Data System will be guided by the best practices and

10 essential elements outlined by the Early Childhood Data Collaborative.

In addition, the District's plan shows investment in building a data system that can produce data that are useful in real time for policy and program decisions that help us to better serve children with high needs in our community. The measure of success for the District's Early Childhood Data System is evidence that the data are being used to measure progress and outcomes in four key areas, as follows: **Program quality.** Programs across participating state agencies will receive timely, accurate and ongoing feedback on the performance of programs in relation to their quality standards and performance goals and contracts — and will be able to identify and adapt strategies and practices from the highest-performing providers to improve all programs across the District. **ECE workforce quality.** The state advisory council (SECDCC) and the Early Success Council, and other higher education and professional development providers will have information on the supply and demand for ECE staff members; a comprehensive picture of professional development opportunities and investments; and an understanding of how well these supports are working to attract, retain and develop an ECE workforce that can help parents prepare every young child for success in school and in life with attention provided to developing a culturally and linguistically responsive workforce which is representative of the ethnicities of the children and families being served. **Access to high-quality programs.** Policymakers and advocates will have a detailed picture of the distribution of the quality of services across neighborhoods, communities and regions of their state and accessible data systems that answer questions such as those about the availability of high-quality programs for infants and toddlers or young English language learners and children receiving early intervention services. **Child outcomes.** ECE educators will draw on rich, cumulative information on children's strengths and progress in all areas of their development, and track this longitudinally, in order to use this information to plan and adjust curricula, learning experiences, professional development, and family engagement efforts.

OSSE will be charged with the technical aspects of building a data system but the Early Success Council, comprised of key participating state agencies, will determine the core questions that need to be answered in order to best serve children with high needs – going beyond data collection to strengthen the use of data to improve practice and policy. Our expanded activities under this grant will provide an opportunity for expanded collaboration which will help us identify gaps in service provision and program participation by different subgroups of children, particularly those with High Needs. In particular, the District is interested in building a data system that will provide data needed for policymakers and program leaders to improve program

quality, improve skills and competencies of the early childhood workforce, better understand gaps in access experienced by children with high needs, and deepen understanding of child outcomes – to improve both systems and the learning and developmental trajectory of children.

Goal E.2.1: Create the infrastructure needed to build, manage and use the data in an Early Childhood Data System.

In order to monitor and understand how to best provide access to high quality programs for children with high needs, the Deputy Mayors and the agencies that form the Early Success Commission need access to better data across all participating state agencies, and the ability to analyze comprehensive outcomes for children and families over time.

Activity E.2.1.1: Establish a data governance plan for the District to support the development of a comprehensive Early Childhood Data System within the SLED. A data subcommittee of the Early Success Council will be tasked with overseeing data governance, and putting together the data governance plan within the first year of the grant. The subcommittee of the Early Success Council will convene leaders that manage internal agency coordination of data collection, warehouses, and systems to provide needed information to support the Mayor’s Early Success Goals (See Attachment 3). This strategy positions the District to be more responsive to policy and programmatic needs and not limited by a solely technical data governance structure. An example of interagency collaboration to achieve comprehensive implementations is the DC CARES collaborative group, which consists of multiple Deputy Mayors coordinating comprehensive data collection. Additionally, for the last two years, the District’s “One Summer” initiative includes a data component which brings together data on all summer programs for city youth. The data governance plan will address the following functions: identify overall purpose and data collection goals for an integrated data system; develop data sharing agreements; develop common data definitions and standards, and; create consistent privacy and confidentiality policies. (Child Trends, 2013). Additionally this will ensure consistency in Data System Oversight Requirements and compliance with the requirements of Federal, State, and local privacy laws.

Activity E.2.1.2: Facilitate 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. OSSE has committed to use the common education data standards (CEDS) for early childhood, K-12, and higher education. To ensure that this commitment is actualized OSSE has

mapped the data dictionary to the SLED data system to the CEDS. Additionally OSSE is developing a standardized procedure for the inclusion of new data sets and elements into the longitudinal data system. This process will require mapping of each element to an element in CEDS when a relevant data element exists. Additionally OSSE is in the process of developing a comprehensive data dictionary that covers all data systems and exchanged data elements with other systems. Prior to instituting data transfer OSSE has an interface control document that is signed off on by the agency providing and the agency receiving the data. This interface control document identifies the common formats, elements, and definitions of elements included in the data exchange. This interface control document has been used in the process of establishing data sharing with the local homeless shelters and with CFSA and will be used when establishing new data sharing arrangements between data systems whether within or between agencies to ensure adequate documentation to support accurate and interoperable data use. Given these processes, all new systems developed in Race to the Top ELC will be aligned to CEDS, utilize appropriate interface control, and have sufficient processes and documentation to ensure the long term sustainability of data use.

Goal E.2.2. Regularly generate 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 and to share with parents and other community stakeholders.

Activity E.2.2.1: By 2016, create research ready data sets and provide seed capital for university research grants. OSSE will create research-ready data sets focused on ECE, especially the highest-need children. Additionally, the agency will offer five “seed” grants of \$10k annually for 4 years. These grants will be targeted at doctoral students that have partnered with early learning and development programs that serve high-needs children in order to support research that benefits policy and practice for high-needs children. Additionally these projects can further enable cross-agency data sharing by utilizing historical data collected by agencies, head start grantees, CBOs with a long history of program development, and other research efforts. The data subcommittee will also work with the SECDCC and researchers within the District to encourage further use of SLED data, including convening an advisory group of researchers with expertise in early childhood development, equity, and diversity, and health and education. The advisory group will inform this work and will serve to recruit and support doctoral student for “seed grants.” It will also identify opportunities for data research agreements

with the District and the broader research community.

Activity E.2.2.2: Expand upon the OSSE SLED Web App for all Early Learning and Development Programs. OSSE has already built a SLED Web App for all LEAs to allow schools to access enrollment data, IEP data, kindergarten readiness data, and school health data for all children starting at age three in Pre-K. All schools with Pre-K programs will have access to the App by the 2014 school year. With resources from the RTT-ELC grant, OSSE will expand access to the SLED Web App for community-based providers, including those serving infants and toddlers. These providers will have the same access as schools, enabling them to see data on currently enrolled children in their respective programs.

Activity E.2.2.3: Build Program Capacity to Access the SLED Web App. OSSE will hire an Early Childhood Data System Manager who will work under the supervision of the Director of SLED. Among other duties, this individual will oversee the creation and delivery of professional development for early learning and development programs to help leaders and teachers use data available from the SLED Web App. The Manager will also work with licensing and QRIS staff to ensure that programs access the training content. The Manager will also work with schools to leverage existing access to student data dashboards and extend teacher capacity to use the new ECE data to inform instruction in grades Pre-K-3.

Activity E.2.2.4: Ensure Access to Longitudinal Data and Other Key Demographic Information for ELD Programs. The Early Childhood Data Systems Manager will develop a plan with input from the state's advisory council (SECDCC) to create a mechanism for programs to make data requests from the system for information not accessible via the SLED Web App. This plan will take into account data governance requirements and applicable local and federal laws around privacy and data sharing, but will to the maximum extent possible, address ELDP desires to track children's outcomes longitudinally in the aggregate and could potentially support access to data that facilitates eligibility determinations. For example, this plan could explore how Head Start and Early Head Start programs get access to information about children and families that are categorically eligible for Head Start because this information will be housed in SLED. This would eliminate the need for these programs to ask families for this information. This level of access is already available to DCPS Head Start programs, but is currently not accessible to community-based Head Start programs.

Goal E.2.3. By 2014, add all of the remaining Essential Data Elements to SLED.

Rationale: The District is proud that its SLED system currently includes many of the

Essential Data Elements, including a unique statewide child identifier that is used to link data on that child, including the current pilot Kindergarten Entry Assessment data; a unique program site identifier for all state-funded programs; child and family demographic information, including first and last name, date of birth, and subsidy qualification; and Early Childhood Educator demographic information, including data on educational attainment and credentials or licenses held, for all ECE educators in public and public charter schools, as well as Pre-K CBOs.

Activity E.2.3.1. Work with the Governing Body and other stakeholders to identify the data that are needed to answer key policy questions and do an inventory to identify if they are currently collected, by whom, how often, where they are stored, the quality and any changes that need to be made to include these data in the Early Childhood Data System. As part of its continued efforts to develop the SLED and integrate other data systems into the large operational data store (ODS) at OSSE, the agency plans to include the remaining Essential Data Elements for at least a portion of all early learning and development programs in the current fiscal year, FY2014. OSSE already collects Early Childhood Educator demographic information on Pre-K teachers in public and public charter schools as well as many community-based organizations operating state-funded Pre-K. During FY2014, OSSE will, as part of the expanded PDR, collect workforce data on ECE professionals in all licensed community-based child development programs and providers in the SLED. This data will include data on educational attainment and credentials or licenses held, as well as professional development information.

Activity E.2.3.2. Incorporate a hierarchy of elements in the Early Childhood Data System within SLED. Data from the following programs will be integrated into the Early Childhood Data System within SLED in order to comprehensively address and respond to the needs of our youngest children:

- Publicly-funded preschool programs (state-funded Pre-K, Part B of IDEA, and Head Start) – particularly around their reach to Children with High Needs and subgroups of those children but also their performance in doing so; as noted above, the common SIS will simplify data collection and integration for children in Pre-K to 3rd grades on indicators such as ELL status, homeless status, IEP status, in-seat attendance, and QRIS ratings, and teacher qualifications. Additionally the SIS will ease access to elements currently scheduled to be included in SLED over the next 12 months including kindergarten readiness, and end of year progress as measured by formative assessments, and program quality assessments (CLASS).

- Early care and education programs serving children birth-five in substitute settings (subsidized child care, registered and licensed child care, Head Start and Early Head Start) – particularly around their experience and workforce demographics; the current link between the SLED and the child care licensing data base allows for the automated transfer of information for all licensed programs, including ELL, homeless and IEP status; kindergarten readiness; end of year progress as measured by formative assessments, in-seat attendance, and program quality assessments (CLASS); QRIS ratings; teacher qualifications; and family services.
- Home visiting programs, family support, and Part C and other services seeking to identify and respond early to young children and their families – particularly around the degree to which 0-3 year-olds receive services. Part C services are already tracked in SLED, and information about participation in home visiting programs funded by the Department of Health (including the Maternal and Infant Early Childhood Home Visiting Program), and the Children and Family Services Agency will be linked to SLED via the Department of Human Services database system (DCAS).
- Health and other human service programs. The DCAS upgrade will include changes that will facilitate health and human service data storage in SLED, such as Help Me Grow data and data on developmental and medical screening, oral health screening and compliance with other EPSDT requirements (See Section C). The data committee of the Early Success Council will develop a plan to generate a unique student identifier for a child when they are born and automatically enrolled in Medicaid (over 80% of all children under 3 including the vast majority of young children with high needs are in Medicaid). As a result of this data integration plan, SLED will provide a comprehensive set of information about developmental risk in the years before Pre-K through 12th grade. These integrated data will allow for easy access to both health and education data for young children in one single system.
- Professional Development Registry (PDR): The District's PDR will have an interface on the LearnDC.org website (See Section B) to ensure easy access to educators to professional development supports along with other resources that will support their practice in working with young children and families. SLED already houses information on Pre-K teachers in the city, however, upgrades to the PDR (outlined in section D) will be integrated into SLED so that there is a richer set of information on all early childhood educators across the city.

Activity E.2.3.3: Develop a plan to gather and use demographic information on programs, workforce and children in order to better understand access and quality issues within early care and education and provide important information to increase the number of Children with High Needs who are enrolled in high quality programs. The federal definition of “Essential Data Elements” includes “demographic information” to determine whether the child is a “Child with High Needs.” This requires income information (e.g. below 200 percent of poverty), but also, whether the child has other conditions or characteristics which would qualify as high need that are consistent with the District’s definition of high-needs children: children who are low income, have disabilities, are English Language Learners, are homeless or in foster care, are the children of teenagers or who are eligible for Temporary Assistance for Needy Families (TANF). This information is already included in SLED except for the single mother, children of teenagers, and ELL status for students in some licensed community-based child development programs. Information for these programs will be collected and added to SLED.

The SECDCC and the Early Success Commission (the District’s inter-agency coordinating body) will regularly access the data to track progress on the Early Success Framework, particularly for children with high needs and children residing in high risk communities as identified by the EDI. The Early Success Commission will be responsible for annually reporting on progress to the Mayor and using all sources of data on children, families, educators, and program quality to help drive policy and resource allocation decisions across all District agencies. In addition, the SECDCC will be responsible for conducting an annual needs assessment that will be useful for enhancing coordination with a broad group of stakeholders and programs outside of government. For example, home visiting and Head Start programs will have access to city-wide needs assessments that will support their programs and services.

In addition, OSSE is also currently engaged in developing an Early Warning System. This tool will allow both State, LEA-level, and community based organization users to filter student data on various outcomes of interest and apply predictive or descriptive analytic models to identify the probability of a key outcome occurring for a selected group of students. For example, this EWS system will allow a principal of an elementary school to see the likelihood (based on a logistic regression analysis of historic student data) of DC-CAS Reading Proficiency in Grade 3 for all students who attended Pre-K and were absent no more than 10 days at age 4 – comparing this group’s performance with other groups of children who are demographically similar and within different demographic categories. LEA-level users will also be able to select

descriptive statistics, such as the percentage of children who attended their CBO-program who are proficient readers on the Grade 3 DC-CAS as compared to the state average. The EWS system, funded by OSSE, is expected to be piloted in Spring 2014 and will be fully operational by Fall 2014.

Impact on Children With High Needs:

- Expanding SLED capacity to serve as the District's Early Childhood Data System will produce data that are useful in real time for policy and program decisions that help to better serve children with high needs in our community. Data will be used to measure progress and outcomes in program quality (resulting in improved programs); ECE workforce quality (resulting in the attraction, retention and development of a workforce that can support children with high needs and their families); access to high-quality programs (so there is information on the distribution of the quality of services across neighborhoods and the availability of programs for children with high needs); and child outcomes (resulting in information to plan and adjust programs to improve outcomes). The enhanced data system will provide data needed to improve program quality, improve skills and competencies of the early childhood workforce, better understand gaps in access experienced by children with high needs, and deepen understanding of child outcomes.

Impact on Early Learning and Development Programs:

- Information will be generated that can be used by Early Learning and Development Programs and Early Childhood Educators for continuous improvement and decision-making and to share with parents and other community stakeholders.
- Community-based early learning and development program providers, including those serving infants and toddlers, will have access to data on currently enrolled children in their respective programs.
- Increased availability of eligibility and demographic data to those managing programs such as community-based Head Start programs.
- Data will be gathered across a number of programs including: publicly-funded preschool programs (state-funded pre-k, Part B of IDEA, and Head Start), early care and education programs serving children birth to five in substitute settings (subsidized child care, registered and licensed child care, Head Start and Early Head Start), home visiting programs, family support and Part C services (including the Maternal and Infant Early Childhood Home Visiting Program), health and other human service programs (including Help Me Grow data, development and medical screening data, oral health screening and compliance with other EPSDT requirements), and the Professional Development Registry.

VII. COMPETITION PRIORITIES

Note about Absolute Priorities: Absolute priorities describe items that a State must address in order to receive a grant.

Priority 1: Absolute Priority -- Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or "competitive preference" points.

Priority 2: Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will meet this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30th of the fourth year of the grant--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number

of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 2 – recommended maximum of eight pages

Priority 2. Competitive Preference Priority -- Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

Overview: The District of Columbia has a robust licensing system, ranking among the top five most rigorous licensing programs in the country, according to the National Association of Regulatory Agencies. State licensing covers all centers and all family child care homes that serve more than one unrelated child. Licensing covers 495 licensed child care centers and family child care homes citywide. Currently, all child care centers and family child care homes that participate in the child care subsidy system are required to participate in *Going for the Gold*, the District’s Quality Rating and Improvement System. As described more fully in the High-Quality Plan for Section (B)(2), all licensed child care and family child care homes, DC Public School Pre-K programs and Head Start programs will be required to participate in the QRIS. DC public charter school Pre-K programs will participate in the QRIS on a voluntary basis with incentives to encourage their participation. All Part B and Part C services are provided on an inclusive basis within an early learning program or the child’s home. There are no “stand-alone” IDEA Part B and Part C programs.

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of

children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities

In the District of Columbia, all child care centers and family child care homes are required to be licensed with few exceptions. Currently, there are 495 licensed centers and homes in the District. Additionally, DCPS and public charter schools, serve an additional 3- and 4-year-old students in Pre-K classrooms.

All licensed programs are monitored by OSSE on an annual basis. All DCPS programs in Title I schools are part of the Head Start School-wide model and are monitored by Head Start to ensure that they meet Head Start Performance Standards. All public charter schools receive an annual rating on PCSB's overarching Performance Management Framework (PMF). The PCSB conducts annual compliance monitoring for all schools. In addition, most schools – including every school with low PMF ratings – are subject to annual Qualitative Site Reviews that provide the PCSB with qualitative data about the implementation and quality of a school's curriculum, instruction, assessment, school climate, and governance.

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Within the District of Columbia, many Early Learning and Development Programs serving Children with High-Needs already participate in the QRIS, *Going for the Gold*. All the District child care centers and family child care homes that receive subsidy funding from the Child Care and Development Fund are required to participate in the QRIS. There are currently 495 licensed child care programs in the District, of which 207 are subsidized child care programs that are already rated through the QRIS. As part of the District's High-Quality Plan for Section (B)(2)(a), the District will expand participation to include all licensed providers and at least 70% of public school-based programs by Year 4 of the RTT-ELC grant in 2017.

High Quality Plan for Priority 2: Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

Goal CPP.2.1. Increase participation in the tiered QRIS to include all licensed childcare programs and at least 70% of all public and public charter schools serving Pre-K

In 2008, the District established universal, voluntary, full-day, high-quality Pre-K for all 3- and 4-year-olds in the District. Currently, about 70% of 3-year-olds and 90% of four-year-olds

participate in publicly funded Pre-K. Pre-K is provided by DC Public Schools at 57 Title I schools that offer a blended Pre-K Head Start model and 17 traditional public schools that are not Title I. As part of the RTT-ELC reform, the DC Public Schools has agreed to have all of their Pre-K programs participate in the QRIS, *Going for the Gold*.

Pre-K is provided also by 59 public charter schools. As part of the RTT-ELC reform, charter schools have agreed to voluntary participation in the QRIS, based on the creation of a pathway to Silver and Gold that includes the CLASS assessment and the development of meaningful incentives that support quality improvement and that takes into account the regulatory environment for charter school. We expect that the District's QRIS will cover more than 70% of all LEAs with 3- and 4-year-old children.

The District will also require all licensed child development centers that do not participate in the subsidy system to be part of the QRIS. However, licensed child development centers serving children who are eligible for subsidies and public Pre-K programs in high needs Wards, are the priority. Data show that many of the children in non-subsidy licensed child development centers are not District residents, but instead reside in the DC metro area – Maryland and Virginia. These families choose child care in the District due to the proximity of centers to their work. In general, the non-subsidy centers do not serve many children with high needs.

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. (10 points)

Priority 4 is designed to build upon the State's High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

(a) Enhancing the State's kindergarten-through-third-grade standards to align them with the State's Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs;

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors,

pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children’s learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

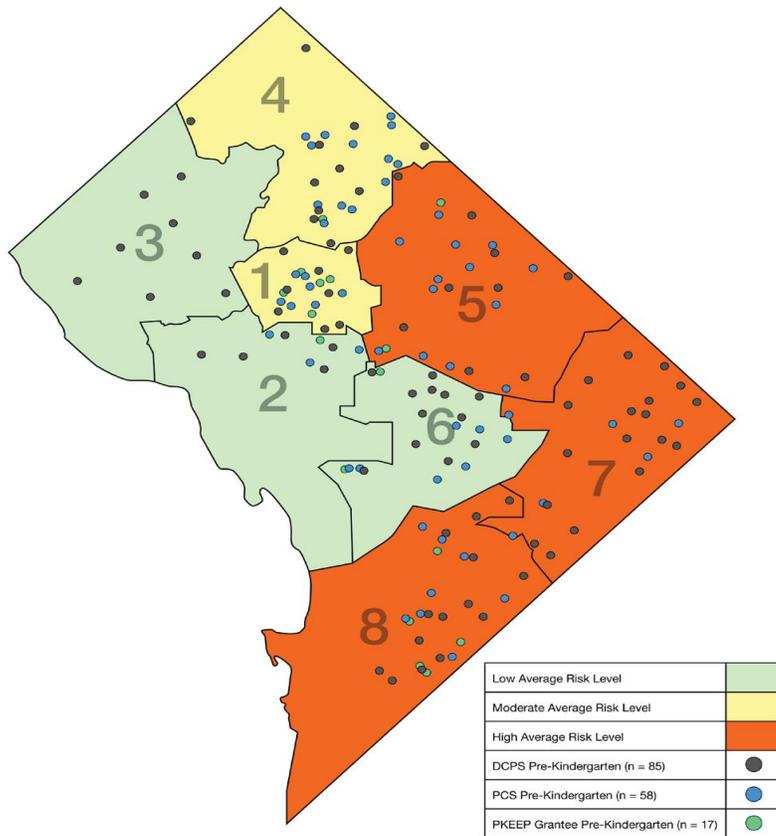
If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades

Overview: With universal access to Pre-K, the District’s public education system is truly a P-12, rather than a K-12 system – with the great majority of Pre-K programs being delivered within elementary schools. The District has two types of public schools – the District of Columbia Public Schools (DCPS) which is a traditional school district and 61 autonomous, publicly-funded public charter schools each of which is considered its own LEA. The District is one of the few states to have achieved universal access to Pre-K programs for 3- and 4-year-olds. More than 70% of 3-year-olds and 90% of 4-year-olds participate in public Pre-K. Because of the integration of Pre-K into our public schools, the District is well-positioned to implement a high-quality plan to improve the overall quality, alignment, and continuity of teaching and learning from Pre-K through third grade.

A recent *Risk and Reach Report* (see Attachment 106) indicates that, of the eight Wards in the District, Wards 5, 7 and 8 have the highest risk based on poverty rates, infant mortality rates, single parent families and other socio-demographic risks to child health and development. Overall, the District’s population is economically and racially diverse. But, most Wards of the city have concentrations of wealth or poverty. Ward 3, in Northwest DC is the wealthiest Ward in the city and amongst the wealthiest in the country. Wards 7 and 8, in Southeast DC –east of the Anacostia River – have high rates of unemployment, poverty, underperforming schools and crime. As part of the high-quality plan for Pre-K to Third grade approaches, the District will support focused work and interventions in Wards 5, 7 and 8, through the creation of Early Learning Neighborhood Coalitions as well as through targeted investments in evidence-based strategies that support early learning and development from preschool through 3rd grade. The map below shows the location of the Pre-K programs in each Ward, most of which are in the DC Public Schools or in the public charter schools.



(a) Enhancing the State’s kindergarten-through-third-grade standards to align them with the State’s Early Learning and Development Standards across all Essential Domains of School Readiness

Given the integration of Pre-K within the DC Public Schools and DC public charter schools, it makes sense that the standards and assessments used in Early Learning and Development Programs and the early elementary grades should be aligned. In 2013, the District released a version of the DC Early Learning Standards (DCELS) that aligns the expectations of what young children should know and be able to do according to the Common Core State Standards (CCSS), the K-12 standards adopted for math and ELA in 2010. The District has recently joined a consortium of ten states to enhance a formative assessment of the Essential Domains of School Readiness, beginning with a Pre-K assessment, incorporating a KEA and continuing into third grade. This consortium (which also includes North Carolina, Arizona, Delaware, Iowa, Maine, North Dakota, Oregon, and Rhode Island; plus South Carolina as a collaborating state) supported by three research partners (SRI International, the BUILD Initiative, and Child Trends) was recently awarded a \$6.1 million grant from the U.S. Department of Education under the Enhanced Assessment Grant (EAG) Program to enhance the K-3 formative assessment that NC is developing under their RTT-ELC grant (referred to as the North Carolina Assessment or NCA). By joining the EAG Consortium (described in detail in Section E1), the District has gained access to invaluable resources of both national experts and state-level peers with whom to collaborate in enhancing the DCELS. Participation in the EAG consortium will also allow the District to launch standards development work for the early primary grades, and alignment of both standards and assessments. The District will also be working with SRI International, the research partner developing the K-3 assessment for the Consortium, using the same methodology to produce a continuous assessment system from preschool through third grade.

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs

Via a series of statewide investments, deep partnerships, and innovative policy designs, the District has made significant investments in the health, behavioral and developmental needs of children, especially those with High-Needs. In 2010, the Council of the District of Columbia passed the Healthy Schools Act that requires that all Pre-K-12 schools statewide serve students nutritious breakfast for free and funds this work via payments from OSSE to schools. The Act also expands access to local, fresh produce, funds school gardens, and mandates minimum standards for physical and health education in DCPS and public charter schools. The DC

Council is currently considering the Healthy Tots Act which would extend similar provisions to licensed child development centers.

For the past 12 years, the District has partnered with the Children's National Medical Center to provide full or part-time nursing services to nearly every DCPS and public charter school, serving children ages 3-21. Nurses are responsible for promoting health and wellness and actively collaborating with students, family members, school personnel and community-based organizations to ensure that the health needs of the students are met. Nursing services include: the administration of first aid; the development of Individualized Health Plans (IHPs) for all students with chronic health care needs; support of special education needs and section 504 plans; participation in IEP and 504 meetings; review of Universal Health Certificates in order to properly coordinate the management of children with chronic diseases, including, but not limited to asthma, diabetes, and epilepsy; collaboration with school staff to provide health education content; partnering with school staff in developing and implementing strategies to identify pregnant and parenting teens; participation in Head Start monitoring and compliance interviews with federal officials; and provision of vision and hearing screening services to all 3- and 4-year-olds in DCPS Title I schools, as part of the Head Start School-wide model.

Also as part of the DCPS Head Start School-wide model, teachers and support personnel are trained to engage families of all 3- and 4-year-olds, including building their capacity to address their health, behavioral and developmental needs.

The District has made significant investments in meeting the behavioral and developmental needs of children birth to age 8, with particular attention to children with high needs. Project LAUNCH brings together local child-serving agencies to coordinate policies and better serve the city's neediest families. The project incorporates five basic services to create more connected services: developmental assessments in a range of child-serving settings; integration of behavioral health programs and practices into primary care; home visiting programs; mental health consultations; and family strengthening and parent skills training. The program partners with other agencies including the Department of Health (DOH), the Child and Family Services Administration (CFSA), and DCPS' Early Stages to offer less fragmented service delivery. The program also provides workforce development for community-based organizations and has consultants in 12 child development centers. The health, developmental and behavioral services and supports for children birth to age 8 in the District are described more fully in Section C3 and a summary is in the Resource Guide in Attachment 80. It is important to note that as part of the RTT-ELC high-quality plan for CPP4 and for C3, the full range of early

childhood behavioral and developmental health services – Project LAUNCH, Help Me Grow, Healthy Futures (the mental health consultation in child care), and the Primary Project – will cover the whole age continuum from birth through third grade, with expansion of services in the Wards with the most children with high needs (Wards 5, 7 and 8). These social-behavioral health services work with the child and the family as well as the staff of the early learning and school settings of the child.

Currently, DCPS and charter schools, led by the Deputy Mayor for Health and Human Services, are engaged in an effort to develop a mental health blueprint for schools. This work involves mapping needs and assets across all local education agencies for the purposes of determining the most effective behavioral supports for schools and determining the staffing and investments that will be required by the Department of Behavioral Health (DBH) to support the capacity of schools to support children's behavioral health.

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade.

The District is engaged in a broad campaign to engage teachers, both pre-service and those in classrooms, in rich programs of preparation and professional development that extend beyond academics to emphasize developmental science and pedagogy, identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies. OSSE's professional development team and certified professional development providers provide training on the CCSS-aligned DCELS, including trainings focused on delivering developmentally appropriate content and ECE classroom pedagogy. Both DCPS and public charter schools have been engaged in an equally rigorous initiative to train K-12 educators on the CCSS in math and ELA. As part of the District's Race to the Top grant, the DC Common Core Collaborative was established to help teachers citywide build expertise in pedagogical content knowledge, transition to the Common Core State Standards and significantly improve student learning. These professional development activities include instructional planning, instructional strategies and creating classroom environments that support the use of the standards. Educators across the Pre-K to 3rd grade continuum also focus on the higher order

thinking skills inherent in the CCSS and go beyond the basics to emphasize the pedagogy that supports achievement of these expectations for children.

DC Public Schools is working with all Pre-K teachers in Title I schools on Head Start family engagement strategies. Both DCPS and public charter schools are also partnering with a local family foundation, the Flamboyan Foundation, to train and support teachers in effective and intensive family engagement across elementary and middle grades. Flamboyan has designed a home-visiting and relationship-building model to assist teachers in developing meaningful and reciprocal relationships with families that will both strengthen their ability to work with families to increase student's academic outcomes, but also to increase the likelihood that teachers will be able to identify and address social and emotional challenges students may face. Teachers in 12 DCPS and 9 public charter schools have volunteered to participate in training and then schedule voluntary home visits with families of all of their students. The initial visit and on-going monthly communication with families enable teachers to draw on families' expertise about their children in order to improve their classroom practice.

Several District elementary schools are also participating in a program, called Joe's Champs, that is sponsored by a local philanthropic organization, Fight for Children. The program seeks to improve the quality of early childhood education in the District by providing rigorous early childhood-based professional development for elementary school leaders and by supporting ongoing school-based learning for teaching staff. The recent expansion of Pre-K seats in the District has largely been driven by additional capacity at DCPS and public charter schools. Thus, it is imperative that principals, many of whom do not have strong background in early childhood, participate in professional development that assists them in understanding best practices. The Joe's Champs program is in its pilot year and is currently serving seven schools, including one traditional DC Public School and six public charter schools, all of which are classified as Title I and serve many Children with High-Needs.

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum.

In the District, where the public education system is Pre-K-12, transition along the birth to third grade continuum occurs primarily when children enter traditional or charter public schools for the first time at age 3, transitioning from home, family-friend-and neighbor care, family child care or community-based child care programs. Many schools have developed

programs to assist children and families in making this transition a true collaboration between families and schools. Within DCPS, all Title I Head Start School-wide model programs host a “transition week” in which parents have an opportunity to meet individually with teachers – at school or in their homes; the 3- and 4 year-old students have an opportunity to ease into the school environment in small groups; and teachers are able to begin the initial assessment process with their new students. A number of public charter schools have their own versions of transition week – such as students attending half days – and schools that are partnering with the Flamboyant foundation leverage their home-visiting model to support this transition into Pre-K. The District’s high-quality plan below will focus on building additional capacity in community-based programs to work with schools to build on these transition activities.

Because the District implements voluntary universal Pre-K at age 3 it is critical that parents of children from birth to age 3 have access to information about their options for DCPS school Pre-K, charter school Pre-K and Head Start well before their child turns 3. The District is one of the most vibrant “school choice” markets in the nation, offering families a wide variety of free, public education options for their children from ages 3 through high school. Parents of infants and toddlers must also make choices about how to care for their babies – in their own home, with family and friends, or in licensed child development centers or homes. While choice can be empowering, it places a great deal of responsibility on parents as consumers and requires navigating systems that can be a confusing and frustrating to navigate, especially for families with the highest-needs. For many families, the Pre-K program that they choose will also determine the elementary school that their child will attend. DCPS provides school profiles for all 85 elementary schools on its website and holds information and open-house sessions each winter leading up to the Pre-K Lottery held annually in March. The DC Public Charter School Board publishes profiles and annual reports on the quality of each charter school offering Pre-K. There is also an annual Charter School Expo held at the DC Convention center each January. Great Schools, a national organization, partners with local organizations in the District and publishes an annual printed directory of DCPS, charter and private and parochial schools in the District called the DC School Chooser. The Chooser uses information from DCPS and DC PCSB to assign one to five “star” ratings to schools. Great Schools DC also employs several parent advocates who meet with families one-on-one to help them navigate the process of selecting and applying to schools. DC School Reform Now (DCSRN) is another local non-profit that publishes parent-friendly materials on selecting schools and employs a team of parent support staff to help families navigate the public school choice process.

The DC Public Schools also provides a full range of parent engagement and support activities at its Pre-K programs in Title I schools, which are all required to meet the Head Start Performance Standards. All but 17 of the DC Public School Pre-K programs use the Title I whole school model and implement a blended Head Start-Pre-K program that offers the full range of family support and parent engagement opportunities.

(e) Building or enhancing data systems to monitor the status of children’s learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades.

A core component of the RTT-ELC High-Quality Plan is to provide public access to information on quality through the development of a QRIS website and parent materials. All early learning programs will be included in this resource that will provide user friendly information for parents and providers about the quality of child care, family child care homes, Pre-K, and Head Start programs across the District. This database will be used by the QRIS Unit at OSSE, by the Resource and Referral staff at DHS Family Centers and by Help Me Grow staff who facilitate referral and follow-up to needed services. These aspects of the District’s high quality plan are described more fully in Sections B3 and C3.

As described in the High Quality plan in Section E2, the District is moving toward a uniform Student Information System (SIS) across all public schools. Currently the DC Public Schools and public charter schools each use distinct SISs to track data on the variety of assessments they administer along the Pre-K to third grade continuum. In DCPS, the STARS SIS tracks the results of formative assessments, including the GOLD assessment, as well as basic student demographic, behavioral, and early intervention data. DCPS also administers a 2nd grade version of the DC-CAS, the state standardized assessment typically given in grades 3-10, and includes these data in their data system. Teachers have received professional development in working with STARS and with the student assessment data to inform instruction and planning. Data from formative assessments are used to report on student’s progress with families during quarterly parent and teacher conferences, and use the data for the purposes of individualizing instruction. Each charter school is its own LEA, and as such, they do not all use the same SIS platform. As a result of the high-quality plan in E2, the District will provide all LEAs with a state-designed SIS that can be customized to their particular needs. This will allow for the creation of a common system across the DC Public Schools and the charter schools, resulting in aggregate information for all children from Pre-K to 3 as well as streamlining the collection and

analysis of Pre-K to 3 data in the State Longitudinal Education Data system (SLED). These data will be analyzed and used to support student progress in meeting critical educational benchmarks in the early elementary grades.

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

In March 2012, DC submitted a Community Solutions Action Plan to the All-American Grade Level Reading competition hosted by the National League of Cities and the Annie E. Casey Foundation. Included in that application were a variety of efforts designed to increase the percentage of children who are able to read and do mathematics on grade level by the end of third grade. The District has been implementing many of these efforts since then, including a public information campaign on early literacy, a collective action effort focused on 3rd grade reading proficiency and efforts to improve both attendance in the early grades and slow the summer learning loss that too often affects Children with High-Needs.

Additionally, the District has developed a collective action, “cradle to career” effort known as Raise DC. As part of the effort, the Mayor’s office and the Community Foundation of the National Capital Region have engaged government and private sector partners to form “change networks” focused on five goals for children from birth-age 24, including an ECE goal (every child is prepared for school) and a K-12 goal (every child succeeds in school). Each goal has one or two core outcomes, and a set of contributing indicators that the District as a whole will track. The change networks that support each goal are focused on aligning government, community-based, and private sector efforts to move the needle on these indicators and identify the interventions that are most successful in making progress toward the benchmark goals. See Attachment 116 for Raise DC’s baseline report card, which details the core outcomes and contributing indicators for each of the five District-wide goals.

High-Quality Plan for Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades

Goal CPP4.1. Develop K-3 standards for school-readiness and a developmentally appropriate assessment for Pre-K

Rationale: The District has completed the alignment of the DC Early Learning Standards with the Common Core State Standards. This was a first step in building a bridge

between early learning and development programs in all sectors with the public and public charter schools statewide. As teachers in all early learning programs work to use the DCELS with the K-12 standards in mind, the District has also begun work to ensure that standards in early elementary school reflect the full range of Essential Domains of School Readiness, in a way that is as rigorous as the math and English Language Arts content of the CCSS.

Activity CPP4.1.1. Develop stand-alone K-3 standards for school readiness to enhance the CCSS in early elementary grades. The District will develop K-3 stand-alone standards in the Essential Domains of School Readiness that are not addressed by the CCSS, in particular Social Emotional Development and Approaches to Learning. This work will be informed by the work of NC and the EAG Consortium to develop high-level claims on the constructs that are most predictive of achievement, our existing standards and alignment, and the learning progressions that will be the basis for the EAG K-3 formative assessment (see Attachment 95 for additional information on the EAG). Leveraging high-level claims, the predictive constructs from the Consortium, the District will look across the CCSS and old K-12 DC standards, as well as the DC Learning Standards and the Common Essential Standards to build out the learning progressions developed by the Consortium. This work will take four years, timed to the EAG Consortium's work on assessment development. The work will be accomplished by a standards working group of practitioners and researchers from the District as well as expert consultants who will ensure the validity and the integrity of the standards that are developed.

Activity CPP4.1.2. Build out the EAC K-3 formative assessment to include a Pre-K formative assessment. As described above in (E)(1), the District is participating in a ten-state consortium led by North Carolina that has been awarded an Enhanced Assessment Grant from the U.S. Department of Education to enhance a Kindergarten Entry Assessment embedded in a K-3 formative assessment. Formative assessments facilitate the understanding of children's learning and development for teachers, schools and families, so that each of these actors can be better equipped to support each child's individual progress. This K-3 formative assessment will be used by DC teachers to guide instruction and track progress of children from entry to kindergarten through third grade. The assessment will be observation-based, multi-domain, and based on a set of common standards across the consortium states.

To further support the development of a P-3 system and to monitor the status of children's learning in the important years prior to kindergarten, the District will extend the assessment downward so it can be used in classrooms serving 3 and 4 year olds. The preschool

assessment will be developed by SRI International, the research partner developing the K-3 assessment for the Consortium, using the same methodology to produce a continuous assessment system from preschool through third grade. SRI has provided a letter of support for the District's RTT-ELC application and additional details on their partnership can be found in the letter, in Attachment 47.

Like the K-3 formative assessment that includes the Kindergarten Entry Assessment (KEA), the preschool assessment will be developed using a framework that integrates Evidenced Center Design (ECD), a well-researched and highly regarded approach to assessment development, with the principles of Universal Design for Learning (UDL). ECD utilizes a detailed methodology to identify the focal knowledge, skills, and abilities to be assessed and UDL addresses the challenge of assessing all children including those with delays and disabilities by incorporating flexible materials, techniques, and strategies for assessment. (Further details on ECD and UDL are found in section E1).

The initial step in the development of the preschool assessment will be to use the Common Essential Standards (CES) to extend downward the learning progressions which form the foundation for the K-3 assessment. As described in sections (C)(1) and (E)(1), the CES are being developed with support from BUILD for the work of the Consortium. To be appropriate for children with a range of skills levels including children with disabilities, the KEA must include item content below what would be expected for children entering kindergarten. The learning progressions and the corresponding item content will be extended for younger children based on the CES to develop the preschool portion of the assessment. Using the same logic, any assessment for 3 year olds must include assessment content for children not yet showing age expected skills to be appropriate for the entire range of children likely to be found in preschool classrooms. The item content for the preschool assessment will be developed at the same time using the same methodology and by the same development team as the enhancement to the K-3 assessment, thus ensuring that the District will have a continuous formative assessment system that can be used to support learning from preschool through grade 3. The District is interested in working with other states in the development of the preschool assessment. The full cost of the assessment is supported in the District's budget but if other states are able to contribute funds to the assessment development, those funds will be used for additional pilot and field testing in other localities and enhanced professional development and technology applications.

Learning to administer an observation-based assessment can be challenging for teachers who are not familiar with this type of assessment. Implementing the new preschool assessment

should be somewhat less challenging for District teachers than for some teachers because the preschool teachers in the District are already using Teaching Strategies GOLD which also is an observation-based formative assessment. In addition, part of the District's RTT-ELC plan is to extend the use of Teaching Strategies GOLD to child care centers that are part of the subsidy system. This will further advance educator's knowledge of the formative assessment process and use of the data. Nevertheless, successful implementation and sustainability of the formative assessment will require initial and ongoing professional development. High quality materials to support teachers in administering the assessment and teachers and administrators in how to use the results to guide instruction will be developed, evaluated, and revised as part of the assessment development process. These materials will include print materials for trainers, videos for online and face to face training, and guidance materials for coaches and supervisors. A critical component of the professional development will be inter-rater reliability certification procedures which will use video clips of children in classrooms to verify that teachers know how to score the assessment items. The professional development materials for the preschool assessment will be an extension of the K-3 materials and will follow the same structure and format. They will also address assessment administration as well as how to use the data to inform classroom instruction.

A critical feature of the assessment system that will facilitate teacher's use of the assessment and also serve as the data system to track children's progress across the P-3 continuum is the accompanying technology. Applications will be developed for the preschool portion of the assessment, like the K-3 portion, to allow teachers to use devices such as digital cameras, mobile phones, and tablets to document children's skills and products, to store these artifacts, and use them to score the assessment. The web-based assessment system will produce a variety of reports including growth reports that show children's progress within and across school years on the learning progressions. Access to previous year's assessments provide important information for the next teacher as children move through the grade levels and serves to ease transitions from one grade to the next. Aggregated data will allow administrators at building and district levels to monitor the performance of groups of children. Finally, the system will allow parents to access their child's records and view the child's work samples and activity videos. The system will allow parents to track their child's progress and assist parents in supporting that progress with suggestions of developmentally appropriate activities based on the child's skill level.

Goal CPP4.2: Create Early Learning Neighborhood Coalitions in six target neighborhoods within the three Wards with the large numbers of children with high needs, Ward 5, 7 and

8.

Rationale: If the District is to truly see measurable improvements in the number of high quality programs serving children with high needs it is critical to target resources to the part of our community that can benefit most. Based on the most recent Risk and Reach Report, Wards 5, 7 and 8 have the most socio-economic risk factors that can compromise healthy child development and educational outcomes. The District has contracted with the UCLA Center on Children and Families to implement the Early Development Instrument (EDI) in the spring of 2014. The EDI is a teacher reported measure that looks at all domains of child development and is a summative assessment that provides information on children’s development by school and neighborhood cluster. Results of the EDI will be used to identify target neighborhood clusters within our three highest-need wards in order to engage with community stakeholders to form Early Learning Neighborhood Coalitions that will work together to access additional supports and services for providers, schools, children and families. In the target neighborhoods, the District proposes to scale successful family engagement, health, and behavioral health supports to schools. Our High-Quality Plan further describes the work the District has laid out over the next four years to realize significant gains for the children of these communities, nearly all of whom may be considered Children with High-Needs.

Activity CPP4.2.1. Provide Early Learning Neighborhood Coalition Grants to one “convening” school or community organization in each of five neighborhoods within Wards 5, 7 and 8. In spring of 2014, the District will receive data from a pilot of the EDI in Wards 5, 7 and 8 – the areas of the District with the highest concentrations of low-income families. Five high-need clusters, one in Ward 5 and two each in Ward 7 and Ward 8, will be selected to form Early Learning Neighborhood Coalitions. Given that Wards 7 and 8 contain a total of 12 clusters, selecting four as targets will mean reaching a 1/3 of the two highest-need wards within the District. A competitive grant RFA will be released in Year 2, inviting schools, community-based organizations or other non-profit organizations within each of the five “target” clusters to apply for \$50,000 to serve as the convener of the Early Learning Neighborhood Coalitions.

Convening organizations will be asked to facilitate a planning effort among coalition members to establish shared annual goals that address the findings of the EDI and that are aligned with the District’s RTT-ELC approach. In addition, to the community-based coalition

staffing, the coalition work will be supported by the OSSE Early Learning Director of Family and Community Engagement and the ECE Data Analyst, who is responsible for both EDI and work on the Kindergarten Entry Assessment. The early learning plans for the neighborhood clusters will be implemented using an EDI and Help Me Grow strategy that has been successfully used in other communities, the “connection café” model in Orange County. The EDI mapping work will be shared within these communities and a broad table of stakeholders (the schools, CBOs, family resource centers, resource and referral, private sector partners, philanthropy, libraries, parks and recreation centers etc.). Based on the goals set by the Early Learning Neighborhood Coalitions, the convening organizations will work with coalition members to coordinate individual and joint activities aligned with the goals.

Activity CPP4.2.2. Offer opportunities to all schools and CBOs within the Early Learning Neighborhood Coalition clusters to receive additional supports to improve early learning outcomes. All schools and community-based organizations within each cluster selected to form an Early Learning Neighborhood Coalition will be eligible for funding to provide additional supports to teachers, administrators, children and their families – in support of the goals defined in the Coalition plans to respond to the EDI data. Schools and community-based organizations serving children from birth through 3rd grade will be eligible to participate in one or more of the following programs that will be expanded and targeted to these five neighborhood clusters using RTT-ELC investments:

- **Joe’s Champs:** Joe’s Champs seeks to improve the quality of early childhood education in the District by providing rigorous early childhood-based professional development for elementary school leaders and by supporting ongoing school-based learning for teaching staff. Joe’s Champs program seeks to work with DC Public Schools that have shown steady growth on their DC-CAS assessments in the last two year and with public charter schools that fell within the Tier Two achievement range for the last two years. Joe’s Champs is also committed to supporting Title I schools. Joe’s Champs will be funded through RTT-ELC for three cohorts of schools. These schools will be involved in leader development so that principals and early learning program directors are highly effective supervisors and administrators of quality preschool / Pre-K programming. (See Attachment 98 for a full description of the Joe’s Champs program.)
- **First School:** The FirstSchool Snapshot Professional Learning System includes a framework of ten research-based instructional practices designed to foster

classroom cultures of caring, competence, and excellence. A culture of caring needs to be in place before substantive learning can occur. It is foundational to children's success as it ensures that they feel safe, valued, and accepted by adults and classmates. A culture of competence ensures each child is a productive, successful, and contributing member of the classroom team, and a culture of excellence enables each learner to excel beyond minimal competencies. Within each of these cultures are three or four instructional strategies that have been identified as highly beneficial for African American, Latino, and low-income children in Pre-K-3 environments. Although these practices are ones that will benefit all children, their absence is particularly detrimental to minority and poor children. FirstSchool views these instructional strategies as a complete package and believes that focusing on all ten is what will ensure academic and social-emotional success for each child. While incorporating a few of these is better than none, high quality classrooms intentionally maintain all of these practices at the heart of their instruction. See Attachment 124 for a full description of the First School component of the District's Race to the Top Early Learning High Quality Plan.

- **Flamboyan:** Flamboyan Foundation has, in addition to their family engagement-home visiting program, developed a Parent-Teacher Data conversation model. This model provides teachers with training and support to enable them to engage families in meaningful and constructive conversations about their students' academic assessment data and to enlist families as partners in improving their students' progress. See Attachments 99-100 for a full description of the family engagement strategies that Flamboyan will offer as a funded component of RTT-ELC in the District.

Activity CPP4.2.3. Provide access to early childhood behavioral health supports (see Section C3 for a full description of the range of behavioral supports that will be funded through RTT-ELC) in the five neighborhood clusters that are selected as target areas. The expansion of Help Me Grow and behavioral health supports are described in Section C3. The funding from RTT-ELC that expands Healthy Futures (mental health consultation in child care), Project LAUNCH, the Primary Project and Help Me Grow will be targeted to early learning programs, schools and community-based organizations in the target neighborhoods in Wards 5, 7, and 8.

Activity CPP4.2.4. Expand the DC Public Libraries *Sing, Talk, Read* to work with family, friend and neighbor providers in the selected neighborhood clusters in Ward 5, 7 and 8. The DC Public Libraries (DCPL) has recently launched a widespread public information campaign around early literacy development aimed at parents, families, and caregivers of very young children. The *Sing, Talk, Read Campaign* helps to inform and engage parents and families in activities that will increase the early literacy levels of children in the District’s highest-need communities. As part of the RTT-ELC investment in the target neighborhoods, the DCPL will receive \$100,000 each year to engage family, friend and neighbor care in *Sing, Talk, Read*. This investment is critical as many of the birth to three year old children with high needs are not enrolled in any type of formal care setting. *Sing, Talk, Read* is a multi-part campaign including print media, TV, web-video and radio public service announcements and a grassroots approach including “street teams” at local events and festivals and a “speaker’s bureau” of local community leaders enlisted to spread a simple message. Developed after a series of parent focus groups and “person-on-the-street” test marketing, *Sing, Talk, Read* aims to get all adults raising or working with young children to engage in all three activities every day. The campaign offers basic facts about the importance of these activities to the cognitive development, and thus school-readiness, of young children.

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.
(5 points)

The State will meet this priority based on the extent to which it describes:

(a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State’s integrated system of high-quality early learning programs and services.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan; and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for

providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 5

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however, addressing these priorities will not earn applicants any additional points.

Priority 6: Invitational Priority -- Encouraging Private-Sector Support.

The State will meet this priority based on the extent to which it describes how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Priority 6

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. We will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five-years-old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category.²²

Category 1--Up to \$75 million-- Florida, New York, Texas.

Category 2--Up to \$52.5 million--Arizona, Georgia, Michigan, Pennsylvania.

Category 3--Up to \$45 million--Alabama, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia.

Category 4--Up to \$37.5 million--Alaska, Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Mississippi, Montana, Nebraska, New Hampshire, Nevada, North Dakota, South Dakota, Utah, Vermont, West Virginia, Wyoming.

The State must include in its budget the amount of funds it intends to distribute through MOUs, interagency agreements, contracts, sub grants, or other mechanisms authorized by State procurement laws to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.

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.

Grant Period: The grant period for this award is December 31, 2013 through December 31, 2017.

22 Source: U.S. Department of Commerce, Census Bureau, 2011. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS

(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

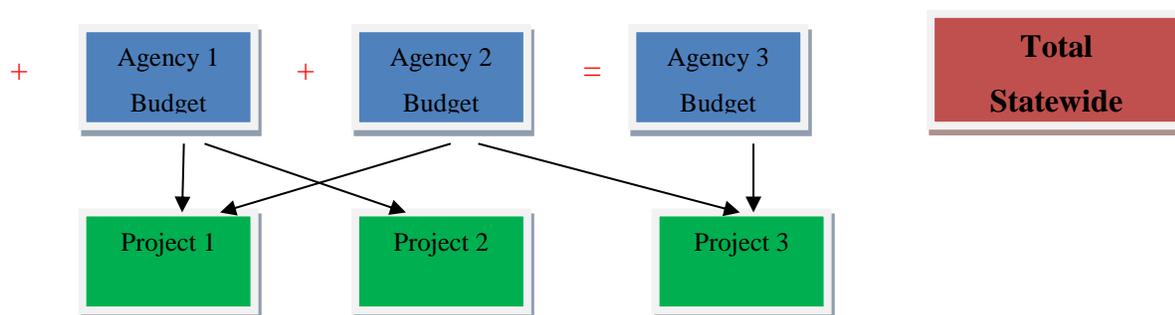
The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role²³ in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.

²³ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.²⁴ These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State’s budget:

- I. **Budget Summaries:** In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category.** This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State’s budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency.** This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.
 - c. **Budget Summary by Project.** This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.
 - d. **Budget Summary Narrative.** This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency’s budgetary responsibilities and descriptions of each project that the State has included in its budget.

²⁴ See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State’s application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency's budgetary responsibilities.²⁵ The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:

- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
- b. Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
- c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the Participating State Agency's budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

²⁵ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

BUDGET PART I: SUMMARY**BUDGET PART I -TABLES**

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	3,430,436	3,533,350	2,707,750	1,862,469	11,534,005
2. Fringe Benefits	800,745	824,768	633,010	441,807	2,700,330
3. Travel	20,000	20,000	20,000	20,000	80,000
4. Equipment	38,500	6,800	5,100	5,200	55,600
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual	6,114,170	5,970,106	5,433,422	4,886,167	22,403,865
7. Training Stipends	57,500	47,500	50,000	49,000	204,000
8. Other	17,000	22,200	20,000	23,000	82,200
9. Total Direct Costs (add lines 1- 8)	10,488,351	10,434,724	8,879,282	7,297,644	37,100,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	10,588,351	10,534,724	8,979,282	7,397,644	37,500,000
14. Funds from other sources used to support the State Plan	5,867,781	5,712,409	5,866,766	6,034,924	23,481,880
15. Total Statewide Budget (add lines 13-14)	16,456,132	16,247,133	14,846,048	13,432,568	60,981,880

**Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (A)(4)(b))**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
OSSE	14,189,411	14,060,409	13,239,452	12,304,873	53,794,144
DPR	151,974	156,534	161,229	166,066	635,803
DHS	567,000	532,660	428,470	328,180	1,856,310
DBH	1,067,747	1,097,530	841,897	458,449	3,465,623
DOH	25,000	25,000	25,000	25,000	100,000
DHCF	455,000	375,000	150,000	150,000	1,130,000
Total Statewide Budget	16,456,132	16,247,133	14,846,048	13,432,568	60,981,880

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	1,765,100	1,704,886	1,594,031	1,833,338	6,897,355
RTT ELC Management	157,680	162,410	167,283	172,302	659,675
QRIS Expansion	2,581,155	2,843,988	2,419,070	2,188,603	10,032,816
Early Learning Data System	1,416,695	1,255,956	1,097,236	226,209	3,996,096
Capacity Building for Special populations & Infant Toddlers	2,251,000	2,190,780	1,905,065	1,574,479	7,921,324
Early Learning Standards Project	50,000	50,000	50,000	50,020	200,020
Early Learning Neighborhood Coalitions (Play Specialists)	151,974	156,534	161,229	166,066	635,803
Help Me Grow - 211 Expansion	467,000	432,660	328,470	228,180	1,456,310
Help Me Grow -- Mental Health Consultation	100,000	100,000	100,000	100,000	400,000
Healthy Futures Program/Early Childhood Primary Integrations	1,067,747	1,097,530	841,897	458,449	3,465,623
Nursing Training	25,000	25,000	25,000	25,000	100,000
MCO & Provider Incentives	375,000	375,000	150,000	150,000	1,050,000
EPDST Billing Manual	50,000	0	0	0	50,000

Budget Table I-3: Budget Summary by Project
(Evidence for selection criterion (A)(4)(b))

Feasibility Study on Medicaid Funding for Home Visiting	30,000	0	0	0	30,000
Set-Aside Grantee Training and Indirect Cost	100,000	100,000	100,000	100,000	400,000
Total Statewide Budget	10,588,351	10,494,744	8,939,281	7,272,645	37,295,021

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

BUDGET PART I -NARRATIVE

Building on the foundation of universal access to pre-k, this budget was developed based on five key pillars: (1) QRIS expansion and enhancement to support high quality early learning programs, (2) infant & toddler capacity with a focus on the people and places that support the healthy development of the District's youngest children and their families, (3) health and early childhood education linkages to address the needs of the whole child, (4) pre-k-3 approaches to ensure that all children have opportunities for early success, and (5) data integration to promote continuous quality improvement across the early learning and development system. This effort will be accomplished through collaboration across six District agencies:

- Office of the State Superintendent of Education
- Department of Parks & Recreation
- Department of Human Services
- Department of Behavior Health
- Department of Health
- Department of Health Care Finance

The Office of the State Superintendent will serve as the lead agency charged with providing leadership and coordination to ensure that all District of Columbia children, from birth to kindergarten entrance, have access to high quality early childhood development programs and are well prepared for school. The State Superintendent will actively participate on the Mayor's Early Success Commission to provide policy oversight of the RTT-ELC initiative.

The Director of the Department of Health (DOH) will actively participate on the Mayor's Early

Success Commission to provide policy oversight of the RTT-ELC initiative. DOH will revise school nurse contract so that it requires training so that it requires training on Help Me Grow as well as accountability for ensuring children receive requisite EPSDT services. DOH will actively promote active participation of School Nurses in Early Learning Neighborhood Coalitions in Wards 5, 7 and 8.

Selection Criterion – A(3), C(3), CPP4

Department of Healthcare Finance (DHCF) will expand the “Primary Project” early intervention program by adding 4 mental health associates to the staff (beyond the planned addition of 17 to be funded locally). DHCF will expand “Healthy Futures” program (providing early childhood mental health consultation in day care settings) to 50 additional centers and create of a qualified mental health consultation position to support primary care providers.

Selection Criterion – A(3), C(3), CPP4

The Director of Department of Human Services(DHS) will serve as a member of the Mayor's Early Success Commission to support implementation of the District's RTT-ELC plan. RTT-ECL grant funds will support the implementation of the Help Me Grow program. In addition, DHS will leverage existing funding to support interoperability with the DHS new data system and the build out of an early childhood data system in SLED.

Selection Criterion – A(3), C(3), CPP4

The Director of Parks and Recreation (DPR) will actively participate in the Mayor's Early Success Commission to provide policy of the RTT-ELC initiative. DPR's Early and Middle School Childhood programs division will assign a designee to actively participate in the Implementation Team for RTT-ELC. DPR's Early and Middle School Childhood programs division will hire three play specialists who will work with families using DPR playgrounds and recreation facilities, with a special focus on engaging families in the neighborhoods selected for Early Learning Neighborhood coalitions. These play specialist will be funded at a total of \$635,803 over the project period. DPR's ward managers for wards 5, 7, and 8 participate in the Early Learning Coalitions and will ensure focus and facilitate alignment between the use of park facilities and programming and the Coalition's goals and strategies. *Selection Criterion – A(3), CPP4.*

The Director of the Department of Behavioral Health (DBH) will actively participate in the Mayor's Early Success Commission to provide policy of the RTT-ELC initiative. The DBH School Based Mental Health division will assign a designee to actively participate in the Implementation Team for RTT-ELC. The DBH School Based Mental Health division will

expand their "Primary Project" school-linked early intervention program by adding 4 mental health associates to the staff (beyond the planned addition of 17 to be funded locally), with deployment in the wards with the highest need (Wards 5, 7, and 8) The DBH School Based Mental Health division will expand the "Healthy Futures" program (providing early childhood mental health consultation in child care settings) to 50 additional centers, with a focus on the wards with the highest need (Wards 5, 7, and 8).

The DBH School Based Mental Health division will create a qualified mental health consultation position to support primary health care providers with behavioral and developmental screening services. **Selection Criterion A(3) C(3) CPP4.**

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

<i>Office of the State Superintendent for Education (OSSE)</i>					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$2,171,568	\$2,236,715	\$1,700,211	\$1,253,425	\$7,361,919
2. Fringe Benefits	\$542,892	\$559,179	\$425,053	\$313,356	\$1,840,480
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$5,507,170	\$5,452,106	\$5,147,422	\$4,603,167	\$20,709,865
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$8,221,630	\$8,248,000	\$7,272,686	\$6,169,949	\$29,912,264
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	\$0	\$0	\$0	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
13. Total Grant Funds Requested (add lines 9-12)	\$8,321,630	\$8,348,000	\$7,372,686	\$6,269,949	\$30,312,264

**Office of the State Superintendent for Education (OSSE)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))**

14. Funds from other sources used to support the State Plan	\$5,867,781	\$5,712,409	\$5,866,766	\$6,034,924	\$23,481,880
15. Total Statewide Budget (add lines 13-14)	14,189,411	\$14,060,409	13,239,452	\$12,304,873	\$53,794,144

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Office of the State Superintendent for Education (OSSE)					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	\$1,765,100	\$1,704,886	\$1,594,031	\$1,833,338	\$6,897,355
RTT ELC Management	\$157,680	\$162,410	\$167,283	\$172,302	\$659,675
QRIS Expansion	\$2,581,155	\$2,843,988	\$2,419,070	\$2,188,603	\$10,032,816
Early Learning Data System	\$1,416,695	\$1,255,956	\$1,097,236	\$226,209	\$3,996,096
Capacity Building for Special populations & Infant Toddlers	\$2,251,000	\$2,190,780	\$1,905,065	\$1,574,479	\$7,921,324
Early Learning Standards Project	\$50,000	\$50,000	\$50,000	\$50,020	\$200,020
Early Learning Neighborhood Coalitions (Play Specialists)	\$0	\$0	\$0	\$0	\$0
Help Me Grow - 211 Expansion	\$0	\$0	\$0	\$0	\$0
Help Me Grow -- Mental Health Consultation	\$0	\$0	\$0	\$0	\$0
Healthy Futures Program/Early Childhood Primary Integrations	\$0	\$0	\$0	\$0	\$0
Nursing Training	\$0	\$0	\$0	\$0	\$0
MCO & Provider Incentives	\$0	\$0	\$0	\$0	\$0
EPDST Billing Manual					\$0
Feasibility Study on Medicaid Funding for Home Visiting	\$0	\$0	\$0	\$0	\$0
Set-Aside Grantee Training and Indirect Cost	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000.00
Total Statewide Budget	\$8,321,630	\$8,308,020	\$7,332,685	\$6,144,950	\$30,107,285
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p>Column (e): Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

Department of Parks and Recreation (DPR)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	121,579	125,227	128,983	132,853	508,642
2. Fringe Benefits	30,395	31,307	32,246	33,213	127,161
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	151,974	156,534	161,229	166,066	635,803
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	151,974	156,534	161,229	166,066	635,803
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	151,974	156,534	161,229	166,066	635,803

**Department of Parks and Recreation (DPR)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

**Department of Parks and Recreation (DPR)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))**

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	0	0	0	0	0
RTT ELC Management	0	0	0	0	0
QRIS Expansion	0	0	0	0	0
Early Learning Data System	0	0	0	0	0
Capacity Building for Special populations & Infant Toddlers	0	0	0	0	0
Early Learning Standards Project	0	0	0	0	0
Early Learning Neighborhood Coalitions (Play Specialists)	151,974	156,534	161,229	166,066	635,803
Help Me Grow - 211 Expansion	0	0	0	0	0
Help Me Grow -- Mental Health Consultation					0
Healthy Futures Program/Early Childhood Primary Integrations	0	0	0	0	0
Nursing Training	0	0	0	0	0
MCO & Provider Incentives	0	0	0	0	0
EPDST Billing Manual	0	0	0	0	0
Feasibility Study on Medicaid Funding for Home Visiting	0	0	0	0	0
Set-Aside Grantee Training and Indirect Cost	0	0	0	0	0
Total Statewide Budget	151,974	156,534	161,229	166,066	635,803

Department of Parks and Recreation (DPR)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

Department of Human Services (DHS)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	310,000	319,300	239,475	156,650	1,025,425
2. Fringe Benefits	62,000	63,860	47,895	31,330	205,085
3. Travel					0
4. Equipment	38,500	6,800	5,100	5,200	55,600
5. Supplies	0	0	0	0	0
6. Contractual	127,000	118,000	111,000	108,000	464,000
7. Training Stipends	12,500	2,500	5,000	4,000	24,000
8. Other	17,000	22,200	20,000	23,000	82,200
9. Total Direct Costs (add lines 1-8)	567,000	532,660	428,470	328,180	1,856,310
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0		0	0	0
13. Total Grant Funds Requested (add lines 9-12)	567,000	532,660	428,470	328,180	1,856,310
14. Funds from other sources used to support the State Plan	0	0	0	0	0

Department of Human Services (DHS)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

15. Total Statewide Budget (add lines 13-14)	567,000	532,660	428,470	328,180	1,856,310
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Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

Department of Human Services (DHS)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	0	0	0	0	0
RTT ELC Management	0	0	0	0	0
QRIS Expansion	0	0	0	0	0
Early Learning Data System	0	0	0	0	0
Capacity Building for Special populations & Infant Toddlers	0	0	0	0	0
Early Learning Standards Project	0	0	0	0	0
Early Learning Neighborhood Coalitions (Play Specialists)	0	0	0	0	0
Help Me Grow - 211 Expansion	467,000	432,660	328,470	228,180	1,456,310
Help Me Grow -- Mental Health Consultation	100,000	100,000	100,000	100,000	400,000
Healthy Futures Program/Early Childhood Primary Integrations	0	0	0	0	0
Nursing Training	0	0	0	0	0
MCO & Provider Incentives	0	0	0	0	0
EPDST Billing Manual	0	0	0	0	0
Feasibility Study on Medicaid Funding for Home Visiting	0	0	0	0	0

<i>Department of Human Services (DHS)</i>					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Set-Aside Grantee Training and Indirect Cost	0	0	0	0	0
Total Statewide Budget	567,000	532,660	428,470	328,180	1,856,310

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

<i>Department of Behavioral Health (DBH)</i>					
Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	827,289	852,108	639,081	319,541	2,638,019
2. Fringe Benefits	165,458	170,422	127,816	63,908	527,604
3. Travel	20,000	20,000	20,000	20,000	80,000
4. Equipment	0	0	0	0	0
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual					0
7. Training Stipends	45,000	45,000	45,000	45,000	180,000
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	1,067,747	1,097,530	841,897	458,449	3,465,623
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,067,747	1,097,530	841,897	458,449	3,465,623
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	1,067,747	1,097,530	841,897	458,449	3,465,623

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

**Department of Behavioral Health (DBH)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))**

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	0	0	0	0	0
RTT ELC Management	0	0	0	0	0
QRIS Expansion	0	0	0	0	0
Early Learning Data System	0	0	0	0	0
Capacity Building for Special populations & Infant Toddlers	0	0	0	0	0
Early Learning Standards Project	0	0	0	0	0
Early Learning Neighborhood Coalitions (Play Specialists)	0	0	0	0	0
Help Me Grow - 211 Expansion	0	0	0	0	0
Help Me Grow -- Mental Health Consultation					
Healthy Futures Program/Early Childhood Primary Integrations	1,067,747	1,097,530	841,897	458,449	3,465,623

<i>Department of Behavioral Health (DBH)</i> Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Nursing Training	0	0	0	0	0
MCO & Provider Incentives	0	0	0	0	0
EPDST Billing Manual	0	0	0	0	0
Feasibility Study on Meicaid Funding for Home Visiting	0	0	0	0	0
Set-Aside Grantee Training and Indirect Cost	0	0	0	0	0
Total Statewide Budget	1,067,747	1,097,530	841,897	458,449	3,465,623

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

<i>Department of Health (DOH)</i> Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	25,000	25,000	25,000	25,000	100,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	25,000	25,000	25,000	25,000	100,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance		0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	25,000	25,000	25,000	25,000	100,000

<i>Department of Health (DOH)</i> Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	25,000	25,000	25,000	25,000	100,000
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
<u>Column (e):</u> Show the total amount requested for all grant years.					
<u>Line 6:</u> 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					
<u>Line 10:</u> 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.					
<u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.					
<u>Line 12:</u> 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.					
<u>Line 13:</u> This is the total funding requested under this grant.					

<i>Department of Health (DOH)</i> Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	0	0	0	0	0
RTT ELC Management	0	0	0	0	0
QRIS Expansion	0	0	0	0	0
Early Learning Data System	0	0	0	0	0
Capacity Building for Special populations & Infant Toddlers	0	0	0	0	0
Early Learning Standards Project	0	0	0	0	0
Early Learning Neighborhood Coalitions (Play Specialists)	0	0	0	0	0
Help Me Grow - 211 Expansion	0	0	0	0	0
Help Me Grow -- Mental Health Consultation	0	0	0	0	0
Healthy Futures Program/Early Childhood Primary Integrations	0	0	0	0	0
Nursing Training	25,000	25,000	25,000	25,000	100,000
MCO & Provider Incentives	0	0	0	0	0
EPDST Billing Manual	0	0	0	0	0

<i>Department of Health (DOH)</i> Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Feasibility Study on Medicaid Funding for Home Visiting	0	0	0	0	0
Set-Aside Grantee Training and Indirect Cost	0	0	0	0	0
Total Statewide Budget	25,000	25,000	25,000	25,000	100,000
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p>Column (e): Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

<i>Department of Health Care Finance (DHCF)</i> Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	455,000	375,000	150,000	150,000	1,130,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	455,000	375,000	150,000	150,000	1,130,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	455,000	375,000	150,000	150,000	1,130,000
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13-14)	455,000	375,000	150,000	150,000	1,130,000

Department of Health Care Finance (DHCF)
Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

Department of Health Care Finance (DHCF)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
P-3 Alignment	0	0	0	0	0
RTT ELC Management	0	0	0	0	0
QRIS Expansion	0	0	0	0	0
Early Learning Data System	0	0	0	0	0
Capacity Building for Special populations & Infant Toddlers	0	0	0	0	0
Early Learning Standards Project	0	0	0	0	0
Early Learning Neighborhood Coalitions (Play Specialists)	0	0	0	0	0
Help Me Grow - 211 Expansion	0	0	0	0	0
Help Me Grow -- Mental Health Consultation	0	0	0	0	0
Healthy Futures Program/Early Childhood Primary Integrations	0	0	0	0	0
Nursing Training	0	0	0	0	0
MCO & Provider Incentives	375,000	375,000	150,000	150,000	1,050,000
EPDST Billing Manual	50,000	0	0	0	50,000
Feasibility Study on Medicaid Funding for Home Visiting	30,000	0	0	0	30,000
Set-Aside Grantee Training and Indirect Cost	0	0	0	0	0
Total Statewide Budget	455,000	375,000	150,000	150,000	1,130,000

Department of Health Care Finance (DHCF)
Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
 - Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: 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 Department expects 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.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested 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.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

Budget narrative recommended maximum of five pages

PERSONNEL

Salary – Total personnel cost for the grant period is estimated to be \$11,534,005. To ensure sustainability of the program, OSSE will incur the cost at 25% in year 3 and 50% in year 4.

OSSE will ramp-up staff quickly during the second quarter of FY 14, with 56.5 FTEs expected by year end. The Table below illustrates personnel levels and salaries by participating agency.

Salary costs are assumed to be subject to inflation at a rate of 3% annually.

Agency	Position	Year 1	Year 2	Year 3	Year 4	Total
OSSE	EDI Data Manager	118,000.00	121,540.00	93,889.65	64,470.89	397,900.54
OSSE	QRIS Director	116,695.00	120,195.85	92,851.29	63,757.89	393,500.03
OSSE	Professional Development Manager	116,695.00	120,195.85	92,851.29	63,757.89	393,500.03
OSSE	Infant & Toddler Manager	116,695.00	120,195.85	92,851.29	63,757.89	393,500.03
OSSE	Quality Improvement Specialists (4)	336,000.00	346,080.00	267,346.80	183,578.14	1,133,004.94
OSSE	Data Manager	118,000.00	121,540.00	93,889.65	64,470.89	397,900.54
OSSE	RTT-ELC Project Director	157,680.00	162,410.40	167,282.71	172,301.19	659,674.31
OSSE	SLED EC Data Manager	116,695.00	120,195.85	92,851.29	63,757.89	393,500.03

Agency	Position	Year 1	Year 2	Year 3	Year 4	Total
OSSE	SLED Research Collaborator	96,000.00	98,880.00	0	0	194,880.00
OSSE	SLED EC Data Manager	96,000.00	98,880.00	76,384.80	52,450.90	323,715.70
OSSE	Infant & Toddler Specialist (17)	1,326,000.00	1,365,780.00	1,055,065.00	724,478.00	4,471,323
DPR	Play Specialist (3)	151,974.00	156,533.22	161,229.22	166,066.09	635,802.53
DBH	Healthy Futures Early Childhood Mental Health Consultants (12)	562,948.00	562,948.00	562,948.00	562,948.00	2,251,792.00
DBH	Health Futures Support Staff (.5)	25,448.00	25,448.00	25,448.00	25,448.00	101,792.00
DHS	Care Coordinators (6)	288,000.00	296,640.00	602,179.00	314,705.00	1,501,524.00
DBH	Healthy Futures Supervisor	100,528.00	100,528.00	100,528.00	100,528.00	402,112
DHS	Social Work Pediatric mental health Consultant (4)	192,520.00	192,520.00	192,520.00	192,520.00	786,080.00

The table below illustrates the functional responsibilities for the positions included in the proposal.

Agency	Position	Functional Responsibility
OSSE	RTT-ELC Project Director	Responsible for the implementation of all facets of the District of Columbia's Race to the Top grant. These duties include oversight of funds, management of implementation team, and coordination of effort across numerous DC agencies & stakeholders.
OSSE	EDI Data Manager	Provides technical assistance to early childhood programs regarding The Early Development Instrument. This tool is a validated, population-based measure of early child development in five key domains (physical health, emotional maturity, social competence, language and cognitive skills, and communications skills and general knowledge).
OSSE	QRIS Director	Ensures that the key elements of the system are embedded in the standards, plans and policies guiding the system development. Oversee and manage the enhancements of a QRIS for the District of Columbia. This includes: a. Facilitating and leading the development of DC's QRIS following national best practices. b. Coordinating and working with statewide stakeholders. c. Utilizing national technical assistance supporting DC's QRIS development. d. Developing a time line for proposed activities. e. Developing a communications plan
OSSE	PD Manager	Focus on developing a state-wide system of support that

Agency	Position	Functional Responsibility
		provides targeted professional development initiatives that support the QRIS model and help to move early classrooms to high quality.
OSSE	QRIS Infant & Toddler Manager	Focuses on sustaining and statewide effort for increasing quality for infants and toddlers, provides professional and specialized infant/toddler child care knowledge and competencies and increase relationship-based approaches through the oversight of (17) infant & toddler specialist through coaching, mentoring and technical assistance.
OSSE	Quality Improvement Specialists (4)	Focus on assessing implementation of the new QRIS with fidelity and gauging gaps and needs to determine professional development and technical assistance priorities.
OSSE	RTTT Data Manager	Provides technical assistance to early childhood programs regarding their data systems and reporting mechanisms. Collects data from early childhood program, analyzes data, prepares reports, and works with other agency staff to ensure compatibility of data. Leads RTTT team efforts for data collection and reporting, working with other members of the team to identify and resolve problems and meet all federal and District deadlines.
OSSE	SLED Data Manager for EC Data	Focuses on ensuring that RTTT-ELC data management is carried for the project. Serves as the liaison to the SLED Data Program Manager and the project staff that carry out the data management tasks. They Tasks include understanding business needs, developing logical data models to meet those business needs, developing a physical data model to properly implement those business needs in a physical operating environment, developing the actual databases in a physical operating environment, and maintaining those databases. Technical tasks include maintaining current operational data, evaluating historical data, and using existing data to make future predictions.
OSSE	SLED Research Collaborator	Responsible for analyzing early learning data as well as documenting all test data and results and preparing written technical and analytical reports. Also, prepare research files, perform and oversee data entry procedures and adhere to all controls and controls procedures.
OSSE	SLED Data Manager	Responsible for ensuring that the data resource in the RTTT-ELC project completely supports the business goals of the State Plan. The SLED Data Program Manager will understand the broad data needs of the project and will ensure that the determination of knowledge, information, and data needs are carried out for every business function under the RTTT-ELC State Plan.
OSSE	Infant & Toddler Specialist (17)	Responsible for providing training and technical assistance to support individual child care agency scores on the Infant/Toddler Environment Rating Scales.

Agency	Position	Functional Responsibility
DPR	Play Specialist (3)	Responsible for providing training for families participating in the Early Learning Neighborhood Coalitions at Department of Parks and Recreation Facilities. DPR Ward Managers for Wards 5,7, & 8 to participate in the Early Learning Coalitions in order to facilitate alignment between the use of park facilities and programming and the Coalitions' goals and strategies.
DBH	Healthy Futures - Early Childhood Mental Health Consultants (12)	As a part of the RTTT-ELC State Plan, provide on-site mental health consultation services aimed at building the capacity of directors and staff to reduce challenging behaviors and promote positive social=emotional development. Also, help to identify those young children in need of more intensive services, referring them for evidence-based treatment groups.
DBH	Health Futures Support Staff (.5)	Provide administrative and customer service support to the Healthy Futures Early Childhood Mental Health program.
DBH	Healthy Futures Supervisor	Provide leadership and direction over the Healthy Futures Early Childhood Mental Health program. Also, ensure that the program's early childhood evidenced-based model is implemented with fidelity and yield positive outcomes for young children in the District of Columbia.
DBH	Social Work Pediatric mental health Consultant (4)	Help families and young children to cope with the emotional, mental and social challenges resulting from mental health issues by conducting comprehensive psychosocial assessments. of young children and families.
DHS	Care Coordinators (6)	Provide service coordination that make assessments of young children to determine service needs, including activities that focus on needs identification, to determine the need and preferences for any medical, educational, social, residential and other services.

Each of these newly created full-time positions are critical positions that will be responsible for delivering the projects under OSSE's purview in the State Plan. The crosswalk of the positions and projects are listed below:

Participating Agency	Position	P-3 Alignment Project	QRIS Expansion	Health & Development Project - DHS	Early Learning Data System Project	Capacity Building for Special Populations and Infants and Toddlers	Early Learning Standards Project
OSSE	EDI Data Manager	X					
OSSE	QRIS Director		X			X	
OSSE	QRIS PD Director		X			X	X
OSSE	QRIS I-T Manager		X				
OSSE	QRIS Quality Rating Specialists (4)		X			X	X
OSSE	QRIS Data Manager		X				
OSSE	RTT-ELC Project Director	X	X	X	X	X	X
OSSE	SLED Data Manager for EC Data				X		
OSSE	SLED Research Collaborator				X		
OSSE	SLED Data Program Manager				X		
OSSE	Infant & Toddler Specialist (17)					X	X
DPR	Play Specialist (3)	X					
DBH	Healthy Futures Early Childhood Mental Health Consultants (12)			X			
DBH	Health Futures Support Staff (.5)			X			
DBH	Healthy Futures Supervisor			X			
DBH	Social Work Pediatric mental health Consultant (4)			X			
DHS	Care Coordinators (6)			X			

FRINGE BENEFITS

For all newly created positions, OSSE used the District's standard fringe rate of 20% to calculate fringe. The rate was applied to the salaries as determined by the District of Columbia's non-union salary scale. For each position created for the grant, OSSE looked at positions performing similar work within the agency and aligned the annual salary to those positions. A salary at mid-way through the salary scale was chosen as leverage to aggressively compete and recruit highly qualified and talented professionals who would see these positions as attractive career advancement opportunities. Total Fringe Benefit cost for the grant period is estimated \$2,700,330.

TRAVEL

OSSE will use these funds to support travel of the new RTTT-ELC positions. Total travel cost for the grant period is estimated at \$80,000 which is spread out across all participating state agencies.. Travel costs also include professional development, mileage reimbursement for field work and professional memberships and workshops for the 211 expansion project and 51 care coordinators.

EQUIPMENT

Total equipment cost for the grant period is estimated \$55,600. Funds will be used to support technology needs of staff around administrative duties, field monitoring and assessment as well as furniture to outfit workspaces and service delivery areas.

Item Computation Cost

Phone System Upgrade to Support 211 Expansion - \$55,600

SUPPLIES

Total supplies cost for the grant period is estimated \$40,000. These supplies will be leveraged to support the administrative management of the State Plan and will help to support the day-to-day operations of the State Plan across all participating state agencies.

Item Computation Cost

Office Supplies \$714.29/month x42 months \$30,000

(paper, pens, etc.)

Postage \$200 month x 42 months \$10,000

Office supplies and postage are needed for the general operation of the program.

CONTRACTUAL

The DC RTTT-ELC will use several best-practice research-based contractors to help implement research proven strategies in early childhood system implementation and professional development. The District of Columbia has very strict procurement and contractual laws as defined by the D.C. Municipal Regulations which are embedded in sound internal controls that safeguard against anti-deficiency and fraud. Therefore, OSSE attests that all contractual agreements under this grant will strictly follow the procedures under 34 CFR Parts 74.40 - 74.48 and Part 80.36. OSSE will engage contractors to provide expertise and technical support around the following key areas under the State Plan: (1) Developing a RTT-ELC High Quality Plan; (2) Expanding QRIS; (3) developing an Early Learning Professional Development System/Model; (4) Implementing Family and Community Engagement best practices; and (5) Data Integration and Accountability. While OSSE has the goal of building capacity and content expertise within the agency, it also our goal to leverage existing content experts to help strengthen the District's Early Learning model and to provide exemplary practices and systems that will help to expedite OSSE's own internal capacity building.

Early Learning Neighborhood Coalitions

\$500,000

SRI Formative Assessment (PreK) for

\$2,480,212

KEA K-3 Formative Assessment

Implementation for \$350,000

QRIS Validation Study \$2,500,000

First Schools \$866,880

Flamboyant Parent Engagement \$321,820
K-3 Social, Emotional, Physical
Development Standards at \$100,000
Joe's Champ at \$844,740
QRIS Advisory Committee Consultants at
\$125,000
QRIS Validation Study at \$250,000
ERS Ratings for Bronze at \$274,290
CLASS Ratings for Silver and Gold at
\$177,120
Train licensers on critical licensing (NARA)
at \$30,000
NARA to review licensing process at
\$40,000
QRIS/R &R/PD website, branding, provider
at \$775,000
QRIS Incentive Fund at \$2,750,000
Professional Development (CLASS) at
\$350,000
Accreditation Support at \$300,000
EPSDT Billing Code Manual at \$50,000
HV/Medicaid Study at \$30,000
MCO incentives at \$1,050,000
Nurses Training at \$100,000
Mental Health Consultation at \$200,000
Build out/ Maintenance of PDR at \$70,000
Child Care Licensing/ Subsidy Database
work - EIMS Enhancements at \$2,454,000
Research Ready Data Grant Program at
\$160,000
Web App for ECE providers at \$200,000
Infant/Toddler Financing Study at \$50,000
CDA at CTE Academies at \$325,000

I-T Specialist Network Training at \$100,000
TEACH Expansion at \$1,600,000
Higher Education Inventory at \$150,000
Comprehensive Assessment Systems at
\$1,200,000
Center for Study of Child Care Workforce -
I-T, special education, ELL Study at
\$100,000
Common Essential Standards at \$200,000

TOTAL DIRECT COST

The four (4) year total grant budget expenditures against the grant for OSSE are \$37,500,000. The direct costs support the fifteen (15) projects identified in the State Plan.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	3,430,436	3,533,350	2,707,750	1,862,469	11,534,005
2. Fringe Benefits	800,745	824,768	633,010	441,807	2,700,330
3. Travel	20,000	20,000	20,000	20,000	80,000
4. Equipment	38,500	6,800	5,100	5,200	55,600
5. Supplies	10,000	10,000	10,000	10,000	40,000
6. Contractual	6,114,170	5,970,106	5,433,422	4,886,167	22,403,865
7. Training Stipends	57,500	47,500	50,000	49,000	204,000
8. Other	17,000	22,200	20,000	23,000	82,200
9. Total Direct Costs (add lines 1-8)	10,488,351	10,434,724	8,879,282	7,297,644	37,100,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating for participation in grantee technical assistance	0	0	0	0	0
	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	10,588,351	10,534,724	8,979,282	7,397,644	37,500,000

TOTAL INDIRECT COST

Direct Cost rate will not be applied to the grant.

FUNDS SET ASIDE FOR PARTICIPATION IN GRANTEE TECHNICAL ASSISTANCE

According to the RFP, the State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. As the lead agency and fiduciary for the grant, OSSE budgeted \$100,000 annually for the state purpose of the RFP.

OTHER FUNDS ALLOCATED TO THE STATE PLAN

OSSE already has a strong strategy and blue print for Early Learning innovation in the District of Columbia. OSSE will leverage CCDF, TANF and local funds to support implementation of the State Plan. Specifically, CCDF and local funds set-asides will be leveraged to support QRIS development, Infant/Toddler content capacity building, and Professional Development and Workforce capacity building around Early Childhood credentialing. Local funds will be used to expand and build more robust CCDF set-aside initiatives. OSSE uses the Child Care

Development Fund (CCDF) funds to support several set-asides that are aligned with the projects listed in the RTTT-ELC State Plan. CCDF funds support the following: (1) Infant and Toddler Expansion; (2) Resource and Referral which supports Child Care Connections and family and community engagement around early childcare; (3) Professional Development Registry (PDR) which is used to monitor and assessed the education credentialing level of the early childhood workforce; (4) Professional Development; (5) Support for CDA and post-secondary scholarships, (5) Licensing technical assistance; (6) Health and Safety Training; and (7) QRIS development. These set-asides are directly aligned with the RTTT-ELC State Plan and will all have a direct impact on the full implementation of the plan. Many of these initiatives will be expanded and enhanced with RTTT-ELC funds, see table below for current investments in the activities outlined in this proposal.

OSSE In Kind	Inkind	Year 1	Year 2	Year 3	Year 4	Total
Assistant Superintendent of Early Learning	Salary plus fringe; 3% COLA (Salary - \$134,200)	\$ 8,040.00	\$ 8,281.20	\$ 8,529.64	\$ 8,785.53	\$ 33,636.37
Family and Community Engagement Director (50%)	Salary plus fringe; 3% COLA (Salary - \$85,000)	\$ 51,000.00	\$ 52,530.00	\$ 54,105.90	\$ 55,729.08	\$ 213,364.98
Licensing Staff 8 (5%)	Salary plus fringe; 3% COLA (Salary - \$75,000)	\$ 36,000.00	\$ 37,080.00	\$ 38,192.40	\$ 45,830.88	\$ 157,103.28
Grants Management Specialist (25%)	Salary plus fringe; 3% COLA (Salary - \$55,660)	\$ 16,698.00	\$ 16,699.03	\$ 17,200.00	\$ 17,716.00	\$ 68,313.03
Professional Development Staff 2 (50%)	Salary plus fringe; 3% COLA (Salary - \$75,000)	\$ 180,000.00	\$ 185,400.00	\$ 190,962.00	\$ 196,690.86	\$ 753,052.86
Policy Analyst (50%)	Salary plus fringe; 3% COLA (Salary - \$85,000)	\$ 51,000.00	\$ 52,530.00	\$ 54,105.90	\$ 55,729.08	\$ 213,364.98
Director of Innovation (50%)	Salary plus fringe; 3% COLA (Salary - \$133,520)	\$ 68,112.00	\$ 70,155.36	\$ 72,260.02	\$ 74,427.82	\$ 284,955.20
P-3 Alignment Project	EDI	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 800,000.00
	KEA	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 600,000.00
	Support P3 Linkages	\$ 217,383.00	\$ 217,383.00	\$ 217,383.00	\$ 217,383.00	\$ 869,532.00
QRIS Expansion	CONTRACTS	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 1,600,000.00
	OSSE Staff	\$ 369,577.00	\$ 380,664.31	\$ 392,084.24	\$ 403,846.77	\$ 1,546,172.32
	Resource & Referral Specialist (8)	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 1,600,000.00
	CLASS Administration (PCSB/CBO)	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 800,000.00
	Pre-Kindergarten Classroom Observations (Howard)	\$ 213,006.00	\$ 213,006.00	\$ 213,006.00	\$ 213,006.00	\$ 852,024.00
	CLASS Pre-K and Toddler Observations	\$ 97,560.00	\$ 97,560.00	\$ 97,560.00	\$ 97,560.00	\$ 390,240.00
	FCCERS-R Observations (Homes)	\$ 46,120.00	\$ 46,120.00	\$ 46,120.00	\$ 46,120.00	\$ 184,480.00
	Pre and Post PPVT ₄ and EVT ₂ assessments (Howard)	\$ 298,685.00	\$ 298,685.00	\$ 298,685.00	\$ 298,685.00	\$ 1,194,740.00
	Infant and Toddler Progress Monitoring and Baseline Evaluation (ITERS-R) (Howard)	\$ 61,400.00	\$ 61,400.00	\$ 61,400.00	\$ 61,400.00	\$ 245,600.00
	CLASS PD - PreK (Teachstone)	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00	\$ 560,000.00
	NFHC Accreditation Incentive Program	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
Health & Development Project - DHS	Help Me Grow - Current Staff	\$ 52,200.00	\$ 27,716.00	\$ 141,286.00	\$ 260,941.00	\$ 482,143.00
	Healthy Futures- Current Staff	\$ 540,000.00	\$ 556,200.00	\$ 572,886.00	\$ 590,073.00	\$ 2,259,159.00
Early Learning Data System Project	PDR intergration w/Learn DC	\$ 400,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 700,000.00
	Childcare Connections intergration w/ Learn DC	\$ 50,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
Capacity Building for Special Populations and Infants and Toddlers	CDA Academy - 3 Subgrantees	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00
	PITC(UDC)	\$ 160,000.00	\$ 160,000.00	\$ 160,000.00	\$ 160,000.00	\$ 640,000.00
	Provide training for mentor-coaches and technical assistance for Infant & Toddler using CLASS Infant & Toddler observation tool, ITERS (UDC)	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 325,000.00	\$ 1,300,000.00
	training and technical assistance around the implementation of The Creative Curriculum for 75 Infant & Toddler classrooms. (UDC)	\$ 66,000.00	\$ 66,000.00	\$ 66,000.00	\$ 66,000.00	\$ 264,000.00
Early Learning Standards Project	NBCDI	\$ 700,000.00	\$ 700,000.00	\$ 700,000.00	\$ 700,000.00	\$ 2,800,000.00
	Printing of Standards Docs	\$ 30,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 75,000.00
	Learn DC Maintenance	\$ 30,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 630,000.00
		\$ 5,867,781.00	\$ 5,712,409.90	\$ 5,866,766.10	\$ 6,034,924.02	\$ 23,481,881.02

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="checkbox"/> X NO <input type="checkbox"/> O</p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: 10/20/12 To: 9/30/13</p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED <input type="checkbox"/> HHS <input type="checkbox"/> Other</p> <p>(Please specify agency): <u>OSSE</u></p>
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Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

IX. APPLICATION REQUIREMENTS

(a) The State's application must be signed by the Governor or an authorized representative; an authorized representative from the Lead Agency; and an authorized representative from each Participating State Agency.

(b) The State must submit a certification from the State Attorney General or an authorized representative that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate and constitute a reasonable interpretation of State law, statute, and regulation.

(c) The State must complete the budget spreadsheets that are provided in the application package and submit the completed spreadsheet as part of its application. These spreadsheets should be included on the CD or DVD that the State submits as its application.

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed memorandum of understanding (MOU) or other binding agreement. Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency.

(e) The State must include a budget that details how it will use grant funds awarded under this competition, and funds from other Federal, State, private, and local sources to achieve the outcomes of the State Plan (as described in selection criterion (A)(4)(a)), and how the State will use funds awarded under this program to--

(1) Achieve its ambitious yet achievable targets for increasing the number and percentage of Early Learning and Development Programs that are participating in the State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(2)(c)); and

(2) Achieve its ambitious yet achievable targets for 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 State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(4)(c)).

(f) The State must provide an overall summary for the State Plan and a rationale for why it has chosen to address the selected criteria in each Focused Investment Area, including--

- How the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and the narrative under (A)(1)); and
- Why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the educational gaps between Children with High Needs and their peers.

(g) The State, within each Focused Investment Area, must select and address—

- Two or more selection criteria within Focused Investment Area (C) Promoting Early Learning and Development Outcomes for Children; and
- One or more selection criteria within Focused Investment Areas (D) A Great Early Childhood Education Workforce and (E) Measuring Outcomes and Progress.

(h) Where the State is submitting a High-Quality Plan, the State must include in its application a detailed plan that is feasible and includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;

(3) A realistic timeline, including key milestones, for implementing each key activity;

(4) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;

(5) Appropriate financial resources to support successful implementation of the plan;

(6) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

(7) The information requested or required in the performance measures, where applicable;

(8) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and

(9) How the State will meet the unique needs of Children with High Needs.

X. REPORTING REQUIREMENTS

Any State that applies for a grant under this competition must ensure that it has in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should it receive funding under the competition. This does not apply if the State has an exception under 2 CFR 170.110(b).

A State receiving funds under an RTT-ELC grant must submit an annual report that must include, in addition to the standard elements, a description of the State's progress to date on its goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program is accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Departments will monitor a State's progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, we may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process with the State, we may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement. If we determine that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, we will take appropriate action, which could include establishing a collaborative process or taking enforcement measures with respect to this grant, such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

XI. PROGRAM REQUIREMENTS

A State that receives a grant must meet the following requirements:

(a) The State must have an operational State Advisory Council on Early Childhood Education and Care that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)). In addition, the State Advisory Council on Early childhood Education and Care must include the State's Child Care and Development Fund (CCDF) administrator, State agency coordinators from both Part B section 619 and Part C of the Individuals with Disabilities Education Act (IDEA), and State agency representatives responsible for health and mental health.

(b) The State must continue to participate in the programs authorized under section 619 of Part B of IDEA and Part C of IDEA and in the CCDF program.

(c) States must continue to have an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program (pursuant to section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Public Law. 111-148)) for the duration of the grant, whether operated by the State or by an eligible non-profit organization.

(d) The State is prohibited from spending funds from the grant on the direct delivery of health services.

(e) The State must participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees in order to share effective program practices and solutions and collaboratively solve problems, and must set aside \$400,000 from its grant funds for this purpose.

(f) The State must--

(1) Comply with the requirements of any evaluation sponsored by ED or HHS of any of the State's activities carried out with the grant;

(2) Comply with the requirements of any cross-State evaluation--as part of a consortium of States--of any of the State's proposed reforms, if that evaluation is coordinated or funded by ED or HHS, including by using common measures and data collection instruments and collecting data necessary to the evaluation;

(3) Together with its independent evaluator, if any, cooperate with any technical assistance regarding evaluations provided by ED or HHS. The purpose of this technical assistance will be to ensure that the validation of the State's Tiered Quality Rating and Improvement System and any other evaluations conducted by States or their independent evaluators, if any, are of the highest quality and to encourage commonality in approaches where such commonality is feasible and useful;

(4) Submit to ED and HHS for review and comment its design for the validation of its Tiered Quality Rating and Improvement System (as described in selection criterion (B)(5)) and any other evaluations of activities included in the State

Plan, including any activities that are part of the State's Focused Investment Areas, as applicable; and

(5) Make widely available through formal (e.g., peer-reviewed journals) or informal (e.g., newsletters) mechanisms, and in print or electronically, the results of any evaluations it conducts of its funded activities.

(g) The State must have a longitudinal data system that includes the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act by the date required under the State Fiscal Stabilization Fund (SFSF) grant and in accordance with Indicator (b)(1) of its approved SFSF plan.

(h) The State must comply with the requirements of all applicable Federal, State, and local privacy laws, including the requirements of the Family Educational Rights and Privacy Act, the Health Insurance Portability Accountability Act, and the privacy requirements in IDEA, and their applicable regulations.

(i) The State must ensure that the grant activities are implemented in accordance with all applicable Federal, State, and local laws.

(j) The State must provide researchers with access, consistent with the requirements of all applicable Federal, State, and local privacy laws, to data from its Tiered Quality Rating and Improvement System and from the Statewide Longitudinal Data System and the State's coordinated early learning data system (if applicable) so that they can analyze the State's quality improvement efforts and answer key policy and practice questions.

(k) Unless otherwise protected as proprietary information by Federal or State law or a specific written agreement, the State must make any work (e.g., materials, tools, processes, systems) developed under its grant freely available to the public, including by posting the work on a Web site identified or sponsored by ED or HHS. Any Web sites developed under this grant must meet government or industry-recognized standards for accessibility (www.section508.gov/).

(l) Funds made available under an RTT-ELC grant must be used to supplement, not supplant, any Federal, State, or local funds that, in the absence of the funds awarded under this grant, would be available for increasing access to and improving the quality of Early Learning and Development Programs.

(m) For a State that is awarded an RTT-ELC grant, the State will have up to 90 days from the grant award notification date to complete final scopes of work for each Participating State Agency. These final scopes of work must contain detailed work plans that are consistent with their corresponding preliminary scopes of work and with the State's grant application, and must include the Participating State Agency's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the Participating State Agency is agreeing to implement.

XII. CONTRACTING FOR SERVICES

Generally, all procurement transactions by State or local educational agencies made with RTT-ELC grant funds must be conducted in a manner providing full and open competition, consistent with the standards in section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

XIII. PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

RACE TO THE TOP-EARLY LEARNING CHALLENGE PARTICIPATING STATE AGENCY MODEL MEMORANDUM OF UNDERSTANDING

(Appendix C of the Race to the Top-Early Learning Challenge Notice Inviting Applications)

Background for Memorandum of Understanding

Each Participating State Agency identified in a State's Race to the Top-Early Learning Challenge (RTT-ELC) State Plan is required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State's Lead Agency that specifies the scope of the work that will be implemented by the Participating State Agency. The purpose of the MOU or other binding agreement is to define a relationship between the Lead Agency and the Participating State Agency that is specific to the RTT-ELC competition; the MOU or other binding agreement is not meant to detail all typical aspects of grant coordination or administration.

To support States in working efficiently with their Participating State Agencies to affirm each Participating State Agency's participation in the State Plan, ED and HHS have produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. States may use a document other than the model MOU, as long as it includes the key features noted below and in the model MOU. States should consult with their State attorneys on what is most appropriate. States may allow multiple Participating State Agencies to sign a single MOU or other binding agreement, with customized exhibits for each Participating State Agency, if the State so chooses.

At a minimum, an RTT-ELC MOU or other binding agreement should include the following key features, each of which is described in detail below and exemplified in the attached model MOU: (i) terms and conditions; (ii) a scope of work; and, (iii) authorized signatures.

(i) Terms and conditions: Each Participating State Agency must sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the Lead Agency and the Participating State Agency; State recourse for non-performance by the Participating State Agency; and assurances that make clear what the Participating State Agency is agreeing to do.

(ii) Scope of work: RTT-ELC MOUs or other binding agreements must include a preliminary scope of work (included in the model RTT-ELC MOU as Exhibit I) that is completed by each Participating State Agency. The scope of work must be signed and dated by an authorized Participating State Agency official and an authorized Lead Agency official. In the interest of time and in consideration of the effort it will take for the Lead Agency and Participating State Agencies to develop detailed work plans for RTT-ELC, the scope of work submitted by Participating State Agencies and Lead Agencies as part of a State's application may be preliminary. Preliminary scopes of work must, at a minimum, identify all applicable

portions of the State Plan that the Participating State Agency is agreeing to implement and include the required assurances. (Note that in order for a State to be eligible for the RTT-ELC competition, the Lead Agency must have executed with each Participating State Agency an MOU or other binding agreement, which the State must attach to its application and which must describe the Participating State Agency's level of participation in the grant and must include the required assurances.)

If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.

(iii) Authorized Signatures: The signatures on the MOU or other binding agreement demonstrate an acknowledgement of the relationship between the Participating State Agency and the Lead Agency. With respect to the relationship between the Participating State Agency and the Lead Agency, the Lead Agency's counter-signature on the MOU or other binding agreement indicates that the Participating State Agency's commitment is consistent with the requirement that a Participating State Agency implement all applicable portions of the State Plan.

**MODEL PARTICIPATING STATE AGENCY
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between _____ (“Lead Agency”) and _____ (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature	Date
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Print Name	Title
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Authorized Representative of Participating State Agency:

Signature	Date
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Print Name	Title
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EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • <i>State-funded preschool</i> • <i>IDEA preschool special ed</i> • <i>Head Start Collab Office</i> 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • <i>Head Start Collab Office</i> 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		

Signature (*Authorized Representative of Lead Agency*) Date

Signature (*Authorized Representative of Participating State Agency*) Date

XIV. SCORING RUBRIC

I. Introduction

To help ensure inter-reviewer reliability and transparency for the RTT-ELC applicants, ED and HHS have created and are publishing a rubric for scoring State applications. The pages that follow detail the rubric and allocation of point values that reviewers will be using. The rubric will be used by reviewers to ensure consistency across and within review panels.

The rubric allocates points to each selection criterion. In all, the RTT-ELC scoring rubric includes 17 selection criteria and four competitive preference priorities. These collectively add up to 315 points. The selection criteria are divided into two sections: Core Areas and Focused Investment Areas.

- Applicants must respond to all of the selection criteria within each of the two Core Areas: (A) Successful State Systems and (B) High-Quality, Accountable Programs.
- Applicants have more flexibility within each of the Focused Investment Areas: (C) Promoting Early Learning and Development Outcomes for Children; (D) A Great Early Childhood Education Workforce; and (E) Measuring Outcomes and Progress. In these sections, applicants may select which selection criteria to address; focusing on those that the State believes will have the most impact on school readiness for its Children with High Needs, given that State's context and the current status of its early learning and development activities. The Focused Investment Areas must be addressed as follows.

Focused Investment Areas

- The applicant must select and address--
 - At least two selection criteria from Focused Investment Area (C) Promoting Early Learning and Development Outcomes for Children; and
 - At least one selection criterion from each of Focused Investment Areas (D) A Great Early Childhood Education Workforce and (E) Measuring Outcomes and Progress.
- Each Focused Investment Area (C), (D), and (E) is worth a specific number of points; these points will be evenly divided across the selection criteria that the applicant chooses to address in that section.

Priorities

Applicants must address the absolute priority throughout their applications; they do not write separately to this priority. The absolute priority must be met in order for an applicant to receive funding.

Applications that choose to address a competitive preference priority will earn extra points under that priority if the reviewers determine that the response is of high quality. Applicants may choose to write to the invitational priority to extend the scope of the application; applicants are invited to address this and may apply funds from this grant to implement activities under it, but do not earn additional points for doing so.

Reviewers will be required to make thoughtful judgments about the quality of the State’s application and will be assessing, based on the criteria, the comprehensiveness, feasibility, and likely impact of the State’s application. Reviewers will also be asked to evaluate, for example, the extent to which the State has set ambitious but achievable annual targets in its application. Reviewers will also need to make informed judgments about the State’s goals, the rationales for the Focused Investment Areas, the activities the State has chosen to undertake, and the timelines and credibility of the State’s plans.

This appendix includes information about the point values for each criterion and priority, guidance on scoring, and the rubric that we will provide to reviewers.

II. Points Overview

The chart below shows the maximum number of points that are assigned to each criterion.

Race to the Top-Early Learning Challenge: Points Overview		Points Available	Percent
A. Successful State Systems			
(A)(1) Demonstrating past commitment to early learning and development.		20	
(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.		20	
(A)(3) Aligning and coordinating work across the State		10	
(A)(4) Developing a budget to implement and sustain the work		15	
Core Area A Subtotal		65	23
B. High-Quality, Accountable Programs			
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System		10	
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System		15	
(B)(3) Rating and monitoring Early Learning and Development Programs		15	
(B)(4) Promoting access to high-quality Early Learning and Development Programs		20	
(B)(5) Validating the State’s Tiered Quality Rating and Improvement System		15	
Core Area B Subtotal		75	27
C. Promoting Early Learning and Development Outcomes for Children			
(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards		60 (divided evenly across the criteria addressed)	
(C)(2) Supporting effective uses of Comprehensive Assessment Systems			
(C)(3) Identifying and addressing health, behavioral, and developmental needs			
(C)(4) Engaging and supporting families			
Focused Investment Area C Subtotal		60	21
D. A Great Early Childhood Education Workforce			
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials		40 (divided evenly across the criteria addressed)	
(D)(2) Supporting Early Childhood Educators			
Focused Investment Area D Subtotal		40	14
E. Measuring Outcomes and Progress			
(E)(1) Understanding the status of children at kindergarten entry		40	

Race to the Top-Early Learning Challenge: Points Overview	Points Available	Percent
(E)(2) Building or enhancing an early learning data system	(divided evenly across the criteria addressed)	
Focused Investment Area E Subtotal	40	14
Total Points Available for Selection Criteria	280	
Competitive Priority 2: Including all Early Learning and Development Programs in the TQRIS	10	
Competitive Priority 3: Understanding Status of Children’s Learning and Development at Kindergarten Entry	10	
Competitive Priority 4: Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades	10	
Competitive Priority 5: Addressing the Needs of Children in Rural Areas	5	
Grand Total	315	

III. About Scoring

General Notes about Scoring

There are two terms that we use repeatedly in the notice: High-Quality Plan and “ambitious yet achievable” goals or targets. These are anchor terms for both applicants to understand and reviewers to use in guiding their scoring. We discuss each below.

- *A High-Quality Plan.* In determining the quality of a State’s plan for a given selection criterion or competitive preference priority, reviewers will assess the extent to which the plan meets the definition (as provided in the notice) of a High-Quality Plan, including whether it is feasible and has a high probability of successful implementation and contains the following components--
 - (a) The key goals;
 - (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up to achieve statewide implementation;
 - (c) A realistic timeline, including key milestones, for implementing each key activity;
 - (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
 - (e) Appropriate financial resources to support successful implementation of the plan;
 - (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
 - (g) The information requested in the performance measures, where applicable;
 - (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
 - (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

Using the information provided to them in the application, reviewers will assess the extent to which the proposed plan in a specific selection criterion is a High-Quality Plan that is credible, feasible to implement, and likely to result in the outcomes the State has put forward.

- *Ambitious yet achievable.* In determining whether a State has ambitious yet achievable goals or targets for a given selection criterion, reviewers will examine the State’s goals or targets in the context of the State’s plan and the evidence submitted (if any) in support of the plan. Reviewers will not be looking for any specific targets nor will they necessarily reward higher targets above lower ones with higher scores. Rather, reviewers will reward States for developing goals and targets that, in light of each State’s plan and the current context and status of the work in that State, are shown to be “ambitious yet achievable.”

About Assigning Points

Reviewers will assign points to an application for each selection criterion in Core Areas (A) and (B) and for each selection criterion that the State has chosen to address within Focused Investment Areas (C), (D), and (E).

Quality Rubric

The following scoring rubric will be used to guide the reviewers in scoring selection criteria and priorities. (See “General Notes about Scoring” for more information about how reviewers will assess High-Quality Plans and “ambitious yet achievable” targets and goals.)

	Percentage of Available Points Awarded
High-quality response	80-100%
Medium/high-quality response	50-80%
Medium/low-quality response	20-50%
Low-quality response	0-20%

About Priorities

There are three types of priorities in the RTT-ELC competition.

- Applicants should address the absolute priority across the entire application and should not address it separately. It will be assessed by reviewers after they have fully reviewed and evaluated the entire application, to ensure that the application has met the priority. If an application has not met the priority, it will be eliminated from the competition. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority.
- Applicants earn points under the competitive preference priorities in a manner similar to how they earn points under the selection criteria.
 - Priority 2 is worth up to 10 points.
 - Priority 3 is worth 10 points; all 10 points are earned if the competitive preference priority is met. A State will earn competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. No points are earned if a majority of reviewers determine that the applicant has not met the competitive preference priority. A State meets the competitive preference priority by addressing selection criterion (E)(1) and earning a score of at least 70 percent of the maximum points available for that criterion.
 - Priority 4 is worth up to 10 points.
 - Priority 5 is worth up to 5 points.
- The invitational priority is addressed in its own separate section. While applicants are invited to write to the invitational priority, they will not earn points under the invitational priority.

In the Event of a Tie

If two or more applications have the same score and there is not sufficient funding to support all of the tied applicants, the applicants’ overall scores on Core Area (B) will be used to break the tie.

XV. APPLICATION SUBMISSION PROCEDURES

Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.

Submission Information and Deadline.

Applications for grants under this competition must be submitted by mail or hand delivery. The Departments strongly recommends the use of overnight mail. Applications postmarked on the deadline date but arriving late will not be read.

The deadline for submission of applications is October 16, 2013.

Application Submission Format.

The Secretaries strongly request the applicant to limit the application text narrative to no more than 150 pages and limit appendices to no more than 150 pages. A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Line spacing for the narratives is set to 1.5 spacing, and the font used is 12 point Times New Roman. Each page in the application should have a page number. The Secretaries strongly request that applicants follow the recommended page limits, although the Secretaries will consider applications of greater length.

Applicants for a grant under this competition must submit: (1) an electronic copy of the application; and (2) signed originals of certain sections of the application. Applicants must submit their application in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred.

We strongly recommend that the applicant submit three CDs or DVDs. Each of these three CDs or DVDs should include the following four files:

1. A single file that contains the body of the application, including required budget tables, that has been converted into a .PDF (Portable Document) format so that the .PDF is searchable. Note that a .PDF created from a scanned document will not be searchable.

2. A single file in a .PDF format that contains all application appendices.

3. A single file in a .PDF format that contains all of the required signature pages. The signature pages may be scanned and turned into a PDF. Applicants should also include all signed MOUs or other binding agreements for each Participating State Agency in the application; and

4. A single, separate file of the completed electronic budget spreadsheets (e.g., .XLS or .XLSX formats) that includes the required budget tables and budget justifications (the spreadsheets will not be reviewed by peer reviewers but will be used by the Departments for budget reviews).

Each of these items must be clearly labeled with the State’s name, city, state, and any other relevant identifying information. States must not password-protect these files. Additionally, please ensure that: (1) all three CDs or DVDs contain the same four files; (2) the files are not corrupted; and (3) all files print correctly. The Departments are not responsible for

reviewing any information that is not able to be opened or printed from your application package.

In addition to the electronic files, applicants must submit a signed original of section IV of the application and one copy of that signed original. Section IV of the application includes the Application Assurances and Certifications. The Departments will not review any paper submissions of the application narrative and appendices. All applications must be submitted by mail or hand delivery. Whether you submit an application by mail or hand delivery, you must indicate on the envelope the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application.

We must receive all grant applications by 4:30:00 p.m., Washington, DC time, on October 16, 2013. ***We will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date.*** Therefore, we strongly recommend that applicants arrange for mailing or hand delivery of their application in advance of the application deadline date.

Submission of Applications by Mail.

States choosing to submit their application (*i.e.*, the three CDs or DVDs containing the four application files, the signed paper original of section IV of the application, and the copy of that original) by mail (either through the U.S. Postal Service or a commercial carrier) should use the following mailing address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.412A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

We must receive applications on or before the application deadline date. Therefore, to avoid delays, we strongly recommend sending applications via overnight delivery. ***If we receive an application after the application deadline, we will not consider that application.***

Submission of Applications by Hand Delivery.

States choosing to submit their application (*i.e.*, the three CDs or DVDs containing the four application files, the signed paper original of section IV of the application, and the copy of that original) by hand delivery (including via a courier service) should use the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.412A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

If we receive an application after the application deadline, we will not consider that application.

Envelope Requirements and Receipt.

When an applicant submits its application, whether by mail or hand delivery--

(1) It must indicate on the envelope that the CFDA number of the competition under which it is submitting its application is 84.412A; and

(2) The Application Control Center will mail to the applicant a notification of receipt of the grant application. If the applicant does not receive this notification within 15 business days from the application deadline date, it should call the Application Control Center at (202) 245-6288.

In accordance with 34 CFR 75.216(b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.