

# Indiana 2013 Race to the Top – Early Learning Challenge

*Application for Initial Funding*

CFDA Number: 84.412A

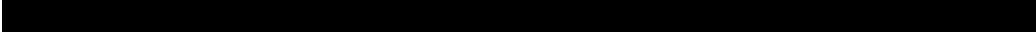
## STATE OF INDIANA

Governor Mike Pence

Lead Agency:

Indiana Family and Social Services Administration

October 9, 2013



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## Executive Summary

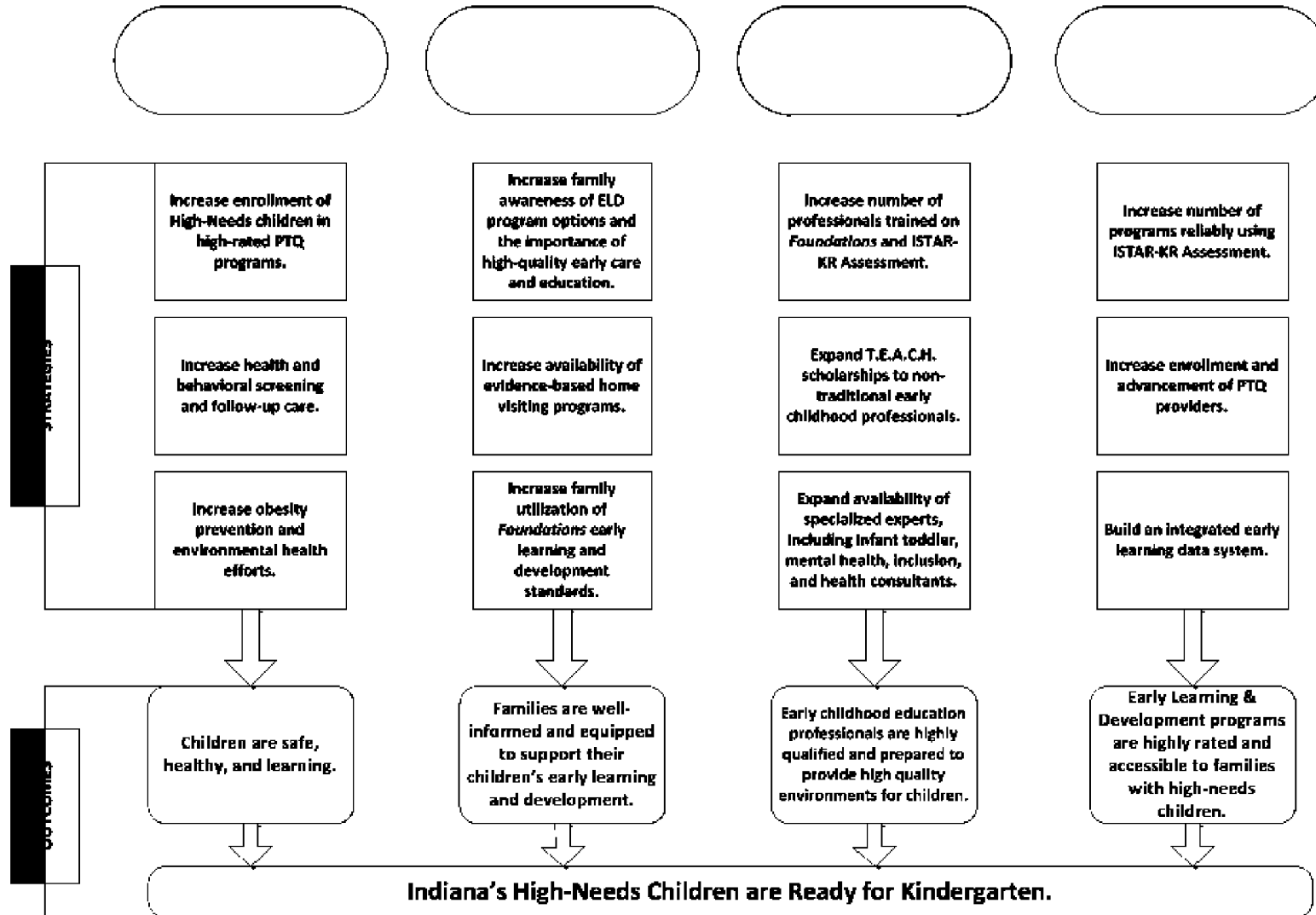
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### A. Successful State Systems

Indiana has made significant strides in the delivery of, and investment in, high quality early learning and development programs for high-needs children in recent years. Below is a summary of our recent accomplishments and greatest assets.

- ✓ **Foundations** early learning and development standards that address all essential domains of school readiness for children birth to age 5.
- ✓ Statewide, Tiered Quality Rating and Improvement System (TQRIS), **Paths to QUALITY™**, with 2,353 active early learning programs enrolled. 91 percent of Paths to QUALITY programs are caring for High Needs children – those participating in CCDF.
- ✓ **Indiana Standards Tool for Alternate Reporting - Kindergarten Readiness (ISTAR-KR)** provides information as to how a student is performing compared to typically developing peers on a continuum of skills leading to success in kindergarten.
- ✓ **Evidence-based home visiting programs**, Nurse Family Partnership and Healthy Families, partnering with High Needs families to provide a healthy start for children from birth.
- ✓ Professional development system linked to the state early learning standards and most recently developed Indiana **Core Knowledge and Core Competencies framework** with an increase in early childhood educators obtaining **credentials and higher education degrees**.
- ✓ **Statewide Longitudinal Data System (SLDS)** that is currently being developed and will include an early learning data system connected with participating state agencies.
- ✓ **Early Learning Advisory Committee (ELAC)** to assess the quality and availability of early childhood programs in Indiana.
- ✓ **Early Education Matching Grant**, Indiana’s first state funded PreK initiative designed to increase the number of low income four year olds receiving early education from ELD programs rated at Level 3 and Level 4 of Paths to QUALITY.
- ✓ **Public-Private Partnerships** with invested business and community leaders to increase the quality and availability of early learning and development programs for Hoosiers.
- ✓ New **legislation** that promote and support Paths to QUALITY™ and will encourage increased early learning program participation.

## Indiana’s Plan To Increase School Readiness For Children With High Needs



# APPLICATION ASSURANCES and CERTIFICATIONS

Race to the Top-Early Learning Challenge Application

**IV. APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Race to the Top – Early Learning Challenge**  
**(CFDA No. 84.412)**

Legal Name of Applicant (Office of the Governor):  State of Indiana	Applicant's Mailing Address:  402 W. Washington St., E442  Indianapolis, IN 46204
Employer Identification Number:  356000158	Organizational DUNS:  083384771
Lead Agency: Indiana Family and Social Services Administration, Division of Family Resources Contact Name: Andrea Vermeulen  <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 317-234-2129  Lead Agency Contact Email Address:  Andrea.Vermeulen@fssa.in.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):  <b>Mark G. Ahearn</b>	Telephone:  <b>317 234 4579</b>
Signature of Governor or Authorized Representative of the Governor:  <i>Mark Ahearn</i> <i>Account for:</i> <i>Garang M. b. Perce</i>	Date:  <b>10/3/13</b>
Lead Agency Authorized Representative (Printed Name): (b)(6)	Agency Name:  <b>FSSA</b>
Signature of Lead Agency Authorized Representative: (b)(6)	Date:  <b>10-7-2013</b>
Participating State Agency Authorized Representative (Printed Name)	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:

Race to the Top-Early Learning Challenge Application


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Employer Identification Number:	Organizational DUNS:
Lead Agency: Contact Name: <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: Lead Agency Contact Email Address:
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Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Lead Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative: (b)(6)	Date: 10/17/13

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Employer Identification Number: <i>356000158</i>	Organizational DUNS: <i>083384771</i>
Lead Agency: <i>Indiana Family and Social Services Administration, Div. of Family Resources</i> Contact Name: <i>Andrea Vermeulen</i> <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: <i>317-234-1749</i> Lead Agency Contact Email Address: <i>Andrea.Vermeulen@fssa.in.gov</i>
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Lead Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Lead Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name): <i>(b)(6)</i>	Agency Name: <i>Indiana State Dept. of Education</i>
Signature of Participating State Agency Authorized Representative: <i>(b)(6)</i>	Date:

**State Attorney General Certification**


State Attorney General or Authorized Representative of the Attorney General Certification	
I certify 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:	
State Attorney General or Authorized Representative of the Attorney General (Printed Name):	Telephone:
<i>Matt Light, Chief Counsel</i>	<i>(317) 232-6333</i>
Signature of the State Attorney General or Authorized Representative of the Attorney General:	Date:
 (b)(6)	<i>10/8/13</i>



**Accountability, Transparency, and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
	
Signature:	Date: 10/3/13

# Eligibility Requirements

## Previous Receipt of RTT – ELC Grant

Indiana has not received a Race to the Top Early Learning Challenge grant.

## Memorandum of Understanding

As the Lead Agency, the Indiana Family and Social Services Administration has executed a Memoranda of Understanding (MOU) with each Participating State Agency including:

- Indiana Department of Education
- Indiana State Department of Health

The MOUs include an assurance that each 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.

The MOUs are located in the Appendix.

<b>Participating State Agency Name (Indicate the Lead Agency)</b>	<b>MOU Location in Application</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
Indiana Department of Education	Appendix Attachment (A)(3)(b)	<ul style="list-style-type: none"> <li>• Preschool Special Education (Section 619 of IDEA Part B)</li> <li>• Title I ESEA</li> </ul>
Indiana Family and Social Services Administration (Lead Agency)	Appendix Attachment (A)(3)(b)	<ul style="list-style-type: none"> <li>• Early Childhood Education (State-funded pre-kindergarten)</li> <li>• Child Care and Development Fund (CCDF)</li> <li>• Child Care- TANF Block Grant</li> <li>• Early Intervention Services for Infants and Toddlers (Section 619 of IDEA Part C)</li> <li>• Head Start State Collaboration Project</li> </ul>
Indiana State Department of Health	Appendix Attachment (A)(3)(b)	<ul style="list-style-type: none"> <li>• Maternal, Infant and Early Childhood</li> <li>• Home Visit Program (MIECHV)</li> </ul>

## **Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program**

*Indiana 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

Indiana's two evidence-based MIECHV home visiting programs are the Nurse Family Partnership and Healthy Families. Both of which are included for expansion in Indiana's High-Quality Plan.

# Section Criteria

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## A. Successful State Systems

Indiana has significantly invested in early learning and development. In the last fiscal year, through a combination of state and federal resources, Indiana has spent **\$159,883,697**. Indiana’s Paths to QUALITY rated providers serve over 87,000 children, including over 23,000 children with high needs. Now, through the Early Learning Challenge Grant, Indiana will expand access to over 20,000 additional High Needs children.

Indiana has developed a strong foundation to support our young children and families to be ready for kindergarten entry. Indiana’s High-Quality Plan is intended to build on our strengths and expand our reach. Our goals are ambitious and aggressive, but our children and families deserve nothing less. Indiana has identified measurable results that will be publicly reported during this grant period.

Under the direction of the newly appointed Early Learning Advisory Committee, project teams will focus on the results that Indiana needs to close the kindergarten readiness gap. Teams will comprise State agency content experts and representatives of the community focused around the key activities of this grant:

1. Assessments and standards
2. Quality and access
3. Professional development and higher education
4. Data systems

### 2013 Indiana General Assembly Legislation:

1. An Early Learning Advisory Council was created as an advisory group to early childhood education initiatives and projects. (IC 12-17.2-3.7)
2. The Paths to QUALITY™ program was officially codified as Indiana’s quality rating and improvement system (IC 12-7-2-135.8).
3. An evaluation project was mandated requiring the collection of data related to the educational outcomes of low-income children enrolled in Levels 3 and 4 of Paths to QUALITY™ programs (IC 12-17.2-3.7).
4. An Early Education Matching Grant was established to provide funding to support the enrollment of additional four year olds in Levels 3 and 4 Paths to QUALITY™ programs (IC 12-17.2-3.7).

Finally, outlined in this section is a description of how Indiana intends to utilize the Race to the Top - Early Learning Challenge grant to build upon our assets, meet the results outlined in the ambitious reform agenda, and leverage the strengths of existing State agencies and external community partners. Over the course of the grant period, we will build the capacity of existing networks to sustain Indiana's momentum after the grant dollars have been expended.

***Demonstrating past commitment to early learning and development***

Indiana has accomplished significant milestones in improving early learning and development systems for children and families, especially High Need children. These efforts have been focused on creating a high-quality, seamless system of services to support Indiana's 517,921 children under age 6.

This section describes Indiana's previous financial investments and track record of serving high-needs children. While Indiana has experienced significant budget constraints, we have used every dollar to the fullest by working intentionally, collaboratively, and efficiently across State agencies and with private partners, in the best interest of young children. Through this approach we have been successful in building the foundation for a robust early childhood system, including a strong, effective TQRIS, the ISTAR KR, a validated, online kindergarten readiness tool that is aligned with the Indiana Early Learning Guidelines, and expansion of evidenced based home visiting programs without additional State funding. This information clearly establishes Indiana as a state with a rich history of commitment to its youngest citizens.

Table (A)(1)-1 provides data on the number of children in 2011 from low-income families by age. In Indiana, half of our young children under age 6 are considered High-Needs based on their parents economic status (200% poverty level). This percentage confirms that far too many of Indiana's young children are growing up in families who will experience financial hardships and struggles that can impact access to the learning and development needed to support their children's growth.

<b>Table (A)(1)-1: Children from Low-Income<sup>1</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	45,098	53.5%
<b>Toddlers ages 1 through 2</b>	81,035	52%
<b>Preschoolers ages 3 to kindergarten entry</b>	131,766	49%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	<b>255,738</b>	<b>50%</b>

*National Center for Children in Poverty’s (NCCP) 2011 report on the Indiana Demographics of Young, low-income children. The NCCP report uses national from the 2011 American Community Survey, representing information from 2011. State data is calculated from the 2009-2011 American Community Survey, representing information from the years 2009 to 2011.*

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<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>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>1</sup></b>	27,148	5.2%
<b>Are English learners<sup>2,3</sup></b>	2,569	Not available
<b>Reside on “Indian Lands”</b>	Not available	Not available
<b>Are migrant<sup>4</sup></b>	401	Not available
<b>Are homeless<sup>6</sup></b>	5,465	1.1%
<b>Are in foster care</b>	4,308	0.8%
<b>Other as identified by the State</b>		
<b>Describe:</b>		

<sup>1</sup>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).  
<sup>2</sup>For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English. This number only represents Head Start or Early Head Start.  
<sup>3</sup>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).  
<sup>4</sup> An assessment is not required by the state, so we really don’t know the number of ELL students. IDOE reported 122 enrolled ELL children. 2,447 ELL children are enrolled in Head Start or Early Head Start.

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

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

*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.*

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...
<sup>4</sup> 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)).		
<sup>5</sup> The National Center of Family Homelessness. (2010). America’s Youngest Outcasts: State Report Card on Child Homelessness, Indiana. <a href="http://www.homelesschildrenamerica.org/pdf/report_cards/long/in_long.pdf">http://www.homelesschildrenamerica.org/pdf/report_cards/long/in_long.pdf</a> . Population Data to Calculate Percentage: Puzanchera, C., Sladky, A. and Kang, W. (2013). "Easy Access to Juvenile Populations: 1990-2012." Online. Available: <a href="http://www.ojdp.gov/ojstatbb/ezapop/">http://www.ojdp.gov/ojstatbb/ezapop/</a>		

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

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
<b>State-funded preschool</b> <i>Specify:</i> <i>Data Source and Year:</i>	Not applicable	Not applicable	Not applicable	Not applicable
<b>Early Head Start and Head Start<sup>12</sup></b> <i>Data Source and Year: Head Start &amp; Early Head Start Program Information Report 2012</i>	1,080		5,668	6,748
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>Data Source and Year: Indiana Part C Data System (SFY 2013)</i>	1,162	2,860 (1-2) 5,210 (2-3)	12,980	9,232
<b>Programs funded under Title I of ESEA</b> <i>Data Source and Year:</i>	0	0	4,191	4,191

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Programs receiving funds from the State’s CCDF program</b> <i>Data Source and Year: Automated Intake System (AIS) 2013</i>	5,983	13,970	17,468	32,421
<b>Other</b> <i>Specify:</i> <i>Data Source and Year:</i>				
<b>Other</b> <i>Specify:</i> <i>Data Source and Year:</i>				

<sup>1</sup>For the purpose of completing this form we have used the categories of (A)(1)-2: Special populations of children with High Needs. Please note that some of these children will overlap in categories but our data does not reflect which ones. Note also that our data in these categories only breaks down into Head Start or Early Head Start.  
<sup>2</sup>Includes children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<b>Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity</b>							
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.							
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Hispanic children</b>	<b>Number of Non-Hispanic American Indian or Alaska Native Children</b>	<b>Number of Non-Hispanic Asian Children</b>	<b>Number of Non-Hispanic Black or African American Children</b>	<b>Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children</b>	<b>Number of Non-Hispanic Children of Two or more races</b>	<b>Number of Non-Hispanic White Children</b>
State-funded preschool <i>Specify:</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Head Start and Head Start <sup>1</sup>	525	53	30	513	2	305	2,182



**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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Early Learning and Development Programs funded by IDEA, Part B, section 619	1,304	15	145	1,314	11	640	9,859
Early Learning and Development Programs funded under Title I of ESEA	897	1	69	1,083	16	336	1785
Early Learning and Development Programs receiving funds from the State's CCDF program	5,204	65	78	28,870	25	4,199	18,813
<i><sup>1</sup>Including Migrant and Tribal Head Start located in the State.</i>							

**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	\$0	\$0	\$0	\$0	\$0

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>State-funded preschool</b> <i>Specify:</i>	N/A	N/A	N/A	N/A	N/A
<b>State contributions to IDEA Part C</b>	N/A	N/A	N/A	N/A	N/A
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$33,179,324	\$35,902,625	\$36,041,500	\$36,333,000	\$35,855,875
<b>Total State contributions to CCDF<sup>1</sup></b>	\$33,242,740	\$33,583,207	\$33,579,349	\$36,487,243	\$36,487,243
<b>State match to CCDF</b> <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	met	met	met	met	met
<b>TANF spending on Early Learning and Development Programs (for Healthy Families)<sup>2</sup></b>	Not available	\$28,183,314	\$10,718,207	\$27,827,698	\$21,100,636
<b>TANF spending on Early Learning and Development Programs (for CCDF)<sup>3</sup></b>	\$54,998,311	\$23,631,120	\$27,158,599	\$22,158,599	\$37,158,599
<b>Other State contributions</b> <i>Specify: Healthy Families (other funding sources)<sup>4</sup></i>	Not available.	\$33,617,089	\$41,272,826	\$34,088,332	\$29,281,344
<b>Total State contributions:</b>	<b>\$121,420,375</b>	<b>\$154,917,355</b>	<b>\$115,224,711</b>	<b>\$156,894,872</b>	<b>\$159,883,697</b>

<sup>1</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>2</sup> TANF funding supports CCDF vouchers and Healthy Families.

<sup>3</sup> Includes TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

<sup>4</sup> Healthy Families funding is from a combination of State funds, TANF, SSBG, and Social Security Act (Title IV-B and Title V).

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

*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	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>2</sup>				
	2009	2010	2011 <sup>3</sup>	2012 <sup>17</sup>	2013 <sup>17</sup>
<b>State-funded preschool</b> <i>(annual census count; e.g., October 1 count)</i> <i>Specify:</i>	N/A	N/A	N/A	N/A	N/A
<b>Early Head Start and Head Start<sup>4</sup></b> <i>(funded enrollment)</i>	14,598	15,966	15,967	15,893	16,151 <sup>1</sup>
<b>Programs and services funded by IDEA Part C and Part B, section 619<sup>2</sup></b> <i>(annual December 1 count)</i>	8,243	9,707	13,347	13,288	12,928
<b>Programs funded under Title I of ESEA</b> <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )</i>	3,228	3,510	3,058	4,191	Not available
<b>Programs receiving CCDF funds</b> <i>(average monthly served)actual numbers, AIS database</i>	37,460	36,896	32,711	34,867	34,807
<b>Other</b> <i>Describe:</i>					
<sup>1</sup> <i>This number is the number of slots available in Head Start/Early Head Start prior to sequestration. It is anticipated that this number will decrease by more than 700 as a result of the budget cuts.</i> <sup>2</sup> <i>This number only includes Part B, section 619. There are no ELD programs funded under Part C.</i>					

<sup>2</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>3</sup> 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.

<sup>4</sup> 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**

*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*

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

**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	Other
State-funded preschool <i>Specify:</i>	N/A	N/A	N/A	N/A	N/A
Early Head Start and Head Start <sup>5</sup>	N/A	N/A	N/A	N/A	N/A
Programs funded under IDEA Part C	N/A	N/A	N/A	N/A	N/A
Programs funded under IDEA Part B, section 619	X	X	N/A	N/A	N/A
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	N/A

<sup>5</sup> 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	Other
<b>Programs receiving CCDF funds</b>	N/A	N/A	N/A	N/A	N/A
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier (add rows if needed):</i>	N/A	N/A	N/A	N/A	N/A
<b>State licensing requirements</b>	N/A	N/A	N/A	N/A	N/A
<b>Other</b> <i>Describe:</i>					

*Indiana currently does not require a Comprehensive Assessment for Early Learning and Development Programs. Indiana’s High-Quality Plan includes the adoption and implementation of a Comprehensive Assessment System explained in Section C2.*

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

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
<b>State-funded preschool</b> <i>Specify</i>	N/A	N/A	N/A	N/A	N/A

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<b>Types of Programs or Systems</b>	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Early Head Start and Head Start</b>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>	N/A	N/A	N/A	N/A	N/A
<b>Programs funded under IDEA Part B, section 619</b>	N/A	N/A	N/A	N/A	N/A
<b>Programs funded under Title I of ESEA</b>	N/A	N/A	N/A	N/A	N/A
<b>Programs receiving CCDF funds</b>	X				Up to date immunizations required
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier (add rows if needed):</i>	X- all levels	X- level 4	X- all levels		
<b>State licensing requirements</b>	X		X		
<b>Other</b> <i>Describe:</i>					

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>State-funded preschool</b> <i>Specify:</i>	N/A
<b>Early Head Start and Head Start</b>	Family engagement is locally and individually designed by Head Start and Early Head Start programs, however all programs have shared desired outcomes for their families. To that end, the following strategies are part of the design: Families and children are held in high regard; Parent-child relationships are supported in a way that values the culture and language of the family; Help families identify appropriate practices that complement the stages of their developing child; Support parents and families in ensuring the health and safety of their young children; Engage with parents as equal partners in learning about their child while acknowledging parents’ premier role as their child’s first teacher; Support a father’s efforts to connect with and be responsible for his child at all ages and stages of development, Provide opportunities that support parent’s needs to connect with other parents for reflection, ideas and support. Outcomes include a family’s sense of well-being; positive parent-child relationships; families as lifelong educators; family engagement in transitions; and families as advocates and leaders.
<b>Programs funded under IDEA Part C</b>	N/A
<b>Programs funded under IDEA Part B, section 619</b>	Since 1975, the Indiana Resource Center for Families with Special Needs or IN*SOURCE has provided service to Indiana's families of infants, toddlers, children, youth and young adults with disabilities. IN*SOURCE is a parent organization. Through the work and dedication of the Board of Directors, the staff and many volunteers, virtually all of whom are parents of persons with disabilities, IN*SOURCE, utilizing a proven parent to parent model, has provided quality assistance and support services and educational resources to the community of individuals and organizations that serve and support persons with disabilities. We have worked to help countless families confront the complexities and what are often the challenges of having a loved one with special needs.
<b>Programs funded under Title I of ESEA</b>	No Child Left Behind requires an emphasis on parental involvement. The following documents are required by statute: a district-parent involvement policy; a school-parent involvement policy; a school-parent compact; and a Parent Right to Know Letter. Documents are reviewed by Title I program specialists within the IDOE both for

<b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>	
<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
	compliance and quality. In addition, parental involvement is a topic covered during onsite monitoring and discussed at length. Often times we learn through this rich dialogue that schools are doing great things to engage parents in their schools – by offering opportunities for parents to participate and be involved in the school.
<b>Programs receiving CCDF funds</b>	N/A
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier (add rows if needed):</i>	<p>Indiana’s QRIS (Paths to QUALITY™) currently requires various elements of family engagement strategies, including:</p> <ol style="list-style-type: none"> <li>1. Level 1 – no requirement.</li> <li>2. At Level 2, programs must have a system in place for communicating pertinent information to families, both daily and at an annual family conference for each child</li> <li>3. At Level 3, programs are required to meet the Level 2 Standard listed above in addition to having a program evaluation completed annually by families.</li> <li>4. At Level 4, programs are required to meet the Levels 2 and 3 Standards listed above in addition to any family engagement standards required by the national accrediting body with whom they are accredited. Family engagement is included in all nationally accrediting bodies’ criteria. Communication with families on a daily basis and more formally on an annual basis, provision of information about resources that can assist families in meeting the needs of their child and encouragement of families to become involved in the activities of the early care and education program are examples.</li> </ol>
<b>State licensing requirements</b>	N/A
<b>Other</b> <i>Describe:</i>	



<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>6</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/ Not Available)</i></b>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
<b>Bulletin 400: Nursery, Kindergarten Certificate</b>	No	1,459	Not available	
<b>Rules 46-47 Early Childhood Education, Kindergarten/Primary, Kindergarten Endorsement</b>	No	7,593	Not available	
<b>Rules 2002 Generalist Preschool</b>	No	1,266	Not available	
<b>REPA Early Childhood Education P-3</b>	No	394	Not available	
<b>Child Development Associate (CDA)</b>	Yes	3,298	20.9%	CDA is included in the licensing regulations for centers and homes
<b>Early Childhood Mental Health Credential</b>	Yes	40	Not available	

<sup>6</sup> Includes both credentials awarded and degrees attained.

<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year</b>	<b>Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials?  (Yes/No/ Not Available)</b>
Ancilla College	5	No-CKC adopted in April 2013
Anderson University	15	No
Ball State University	28	No
Bethel College	13	No
Indiana University Bloomington	36	No
Indiana University South Bend	17	No
Indiana Ivy Tech Community College	343	No
Manchester College	1	No
Martin University	5	No
Oakland City College	15	No
Purdue Calumet	12	No
Purdue North Central	11	No
Purdue West Lafayette	23	No
Saint of Mary’s of the Woods College	16	No
University of Southern Indiana	21	No
Vincennes University	8	No
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>		

Indiana does not currently have an adopted statewide Kindergarten Entry Assessment, which is a key component of our High-Quality Plan discussed in Sections C2 and E1.

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

<b>Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment</b>					
<b>State’s Kindergarten Entry Assessment</b>	<b>Essential Domains of School Readiness</b>				
	<b>Language and literacy</b>	<b>Cognition and general knowledge (including early mathematics and early scientific development)</b>	<b>Approaches toward learning</b>	<b>Physical well-being and motor development</b>	<b>Social and emotional development</b>
Domain aligned to Early Learning and Development Standards? (Y/N)	N	N	N	N	N
Instrument(s) used? (Specify)	N	N	N	N	N
Evidence of validity and reliability? (Y/N)	N	N	N	N	N
Evidence of validity for English learners? (Y/N)	N	N	N	N	N
Evidence of validity for children with disabilities? (Y/N)	N	N	N	N	N
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	N	N	N	N	N
Results included in Statewide Longitudinal Data System? (Y/N)	N	N	N	N	N

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<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
<b>Child Care Information System (CCIS)</b>	X	X	X			X	

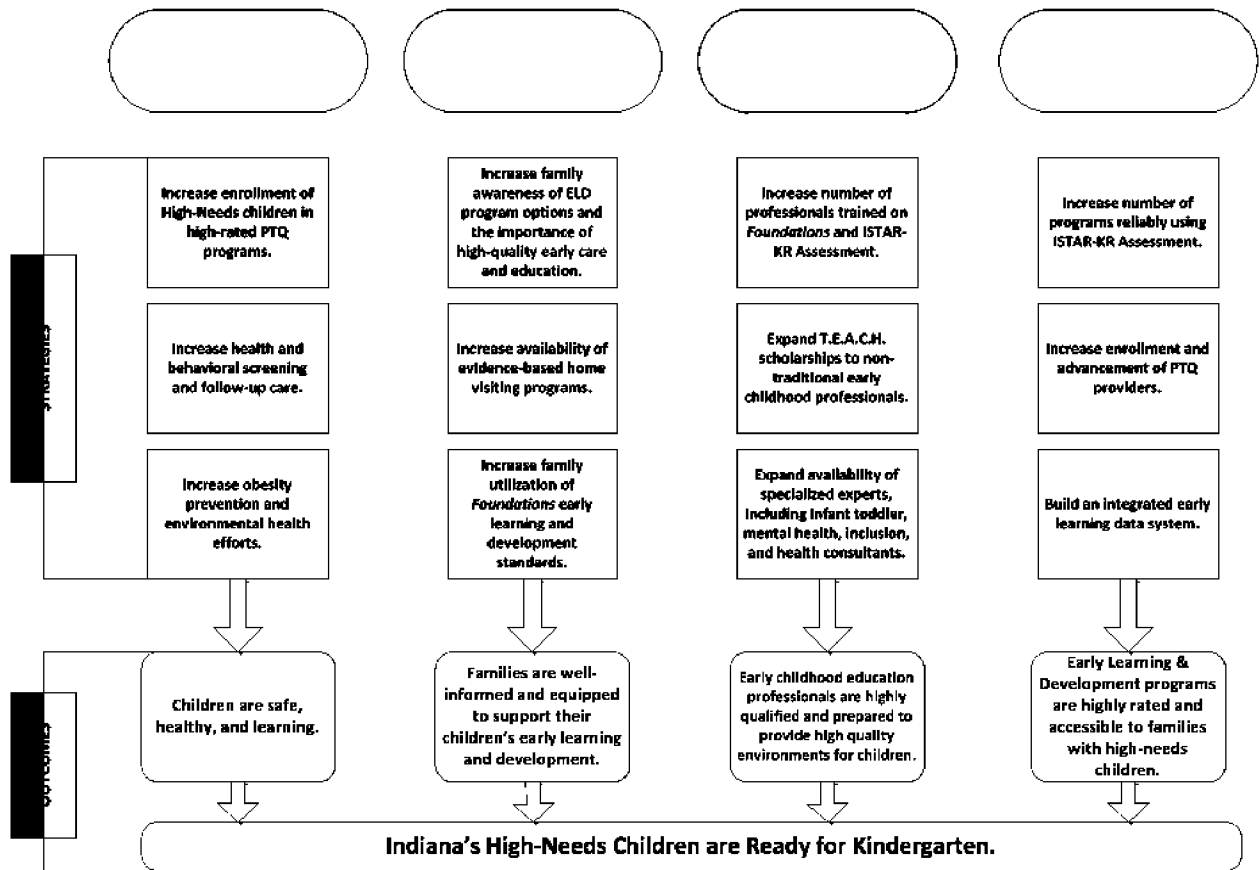
<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an “X” for each Essential Data 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
<b>Automated Intake System (AIS)</b>	X		X	X		X	X
<b>EPPIC electronic time and attendance capture</b>	X		X				X
<b>Training Tracking and Technical Assistance Management (TTAM)</b>		X			X	X	
<b>ISDH Data Repository</b>	X			X		X	
<b>ISTAR-KR</b>	X	X	X				
<b>TI – Title I</b>	X		X	X			
<b>SE – Special Education</b>	X	X	X	X			X
<p><i>The Child Care Information System and the Automated Intake System interface fully. The EPPIC system interfaces with the Automated Intake System.</i></p> <p><i>The ISDH Data Repository is an Integrated Data System (IDS), in which various data sources such as vital records birth, new born hearing and screening, and birth defects are included.</i></p>							

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

Indiana’s reform agenda targets four key audiences, or consumers: Children, Families, Early Childhood Professionals and Early Learning and Development (ELD) programs. We believe that this approach is essential to system reform as each component is crucial to the overall well being of children. Without this truly comprehensive approach, Indiana will not be able to obtain our goals of (1) Indiana’s Kindergarteners are ready to succeed in school; (2) Hoosier families have the necessary knowledge, skills and resources necessary to support their child’s well being, including academic success; (3) Early childhood educators are highly qualified and prepared to meet the needs of each student; and (4) ELD programs are highly rated

and accessible to families. This approach is outlined in our theory of change model depicted below.

Indiana’s Plan To Increase School Readiness For Children With High Needs



**(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;**

Indiana has developed an aggressive and measurable reform agenda to improve the kindergarten readiness of High Needs children entering kindergarten. Indiana has four overarching goals to support this vision and key strategies included in our reform agenda.

**1. Children are safe, healthy and learning.**

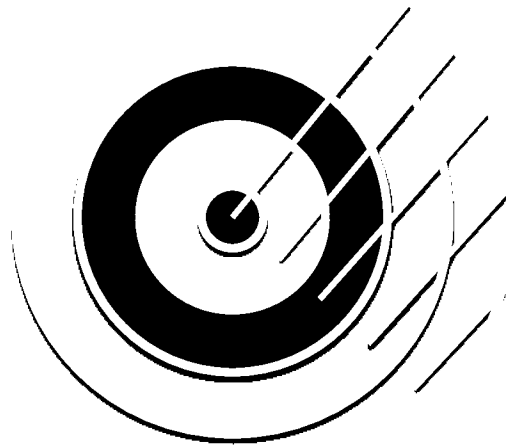
- ✓ 20,000 additional children participating in Paths to QUALITY programs. (Baseline is 80,000 for a total of 100,000).

- ✓ 90% of children, or 251,248, with High Needs receive a health and behavioral screening. (Baseline is 24%);
  - ✓ 90% of children with High Needs referred for services who received follow-up/treatment and follow-up care. (Baseline is unknown)
2. **Families are well-informed and equipped to support their children’s early learning and development.**
- ✓ Increase family utilization of *Foundations* early learning and development standards through user-friendly format and practical tools.
  - ✓ Increase availability of evidence-based home visiting programs.
  - ✓ Increase family awareness of high quality early learning and development program options and the importance of high-quality early care and education.
3. **Early childhood education professionals are highly qualified and prepared to provide high quality environments for children.**
- ✓ Increase the number of early childhood educators achieving higher levels of certificates, credentials and degrees by 50% or more.
  - ✓ 4,364 Early Childhood Educators credentialed by an “aligned” institution or provider, resulting in an increase of over a 1,000 Credentialed early learning professionals.
  - ✓ Expand T.E.A.C.H. scholarships and other educational incentives for early childhood educators and non-traditional early childhood professionals (up to 350 additional T.E.A.C.H. scholarships).
  - ✓ 29 postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework. (Baseline is 21.)
  - ✓ Expand knowledge and utilization of the new Core Knowledge Competency framework for professionals.
4. **Early Learning & Development programs are highly rated and accessible to families with high-needs children.**
- ✓ Increase unlicensed program enrollment in Paths to QUALITY by 10% each year of the four-year grant period.

- 58 new 619 of Part B of IDEA and Title 1 of ESEA Public Preschools
- 159 Unlicensed Registered Ministry ELD Programs
- ✓ 30% increase of ELD programs active in Paths to QUALITY Level 2 and Level 3.
- ✓ Increase number of programs reliably using ISTAR-KR comprehensive assessment.

**(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**

Indiana is excited about the possibilities for our children and families. The recent years have included significant strides in improving early learning and development programs and systems. Through the Early Learning Challenge grant, Indiana will be equipped to build on the infrastructure and supports in place to create transformational, sustainable change. To increase the number of high needs children ready for kindergarten, Indiana has identified these key elements critical that will be wrapped around children and families.



High Needs Children  
Ready to Learn

Foundation Standards  
and Assessment

High Quality Early  
Learning Programs

Great Workforce

Statewide  
Longitudinal Data  
System

### **A. Successful State Systems**

High-quality early learning experiences are important for all children, but are critical in improving outcomes for High Needs children. Indiana already has in place a strong interagency coordination process and infrastructure between the participating agencies. An Early Learning

Advisory Council was recently appointed in September and will be responsible for overseeing the project with project management support provided by the Lead Agency, Family and Social Services Administration. The state infrastructure combined with the strong external support from Indiana’s business and early learning stakeholders positions Indiana to deliver on the bold goals we seek to achieve for Indiana’s young children in need.

### **B. High-Quality Accountable Programs**

For the past five years, Indiana has experienced great success with a voluntary Tiered Quality Rating and Improvement System (TQRIS), Paths to QUALITY™, in both the enrollment and Level advancement of participating Early Learning and Development (ELD) programs. To date, approximately **90%** of Indiana’s licensed child care centers (522) and **63%** of Indiana’s licensed child care homes (1,753) are enrolled in Paths to QUALITY and have shown a commitment to continuous quality improvement through steady Level advancement. In total, 2,353 ELD programs have voluntarily enrolled in Paths to QUALITY. While Indiana has seen tremendous growth and advancement in ELD Program participation in Paths to QUALITY, there are still more ELD Programs that have yet to enroll in Paths to QUALITY. As a result, Indiana’s reform agenda includes expansion of Paths to QUALITY™ to license-exempt programs and ELL programs; plans to promote access to high-quality programs for high-needs children; and evaluate outcomes of children participating in Paths to Quality.

### **C. Promoting Early Learning and Development Outcomes for Children**

Indiana has a High-Quality Plan to improve child outcomes for all children, especially high-needs children, by developing and implementing early learning and development standards in the essential domains of school readiness, all of which are not addressed in our current State system. We also have a plan to develop and implement a Comprehensive Assessment System, which will include the identification of a common assessment tool and build the capacity of programs and professionals to administer, collect and use the data. This new assessment system will allow us to better understand the progress and challenges of Indiana’s high-needs children and to make improvements to our early education and development system that will better meet their needs. We also plan to create a public “School Readiness Report” that will be available to families and early childhood educators and include key indicators about the child’s birth to five experiences and readiness factors for kindergarten.



Indiana’s High Quality Plan also focuses on expanding existing resources to create a coordinated model that cuts across disciplines and links systems to ensure that children are healthy and safe. We plan to expand our evidence-based home visiting programs, Nurse-Family Partnership and Healthy Families Indiana, to serve our most vulnerable, High Needs children and families to have a healthy start. We have identified a gap in the number of children with High Needs screened and referred for services and plan to address this through a significant expansion of screening and referrals to have children with potential developmental delays or autism spectrum disorders diagnosed early for interventions during those first critical five years of brain development.

#### **D. Great Early Childhood Workforce**

High-quality early education experiences are critical for improving the educational outcomes of Children with High Needs. Many elements impact the quality of early learning and development Programs. Well-trained early childhood educators who have the knowledge and skills to support each child’s learning and development are among the most important (Barnett, 2004). These frontline early childhood staff ensure that Early Learning and Development Standards, assessments and other best practices are implemented with fidelity, effectively bridging research and practice in every early childhood setting. Indiana relies on investments in a Great Workforce as a key strategy for improving program quality that will promote children’s learning and development and improve child outcomes. Indiana will enhance our Great Workforce by promoting access to effective professional development, supporting early childhood professional’s progression on the Career Lattice, and bolstering the capacity of the state to track and monitor workforce outcomes.

#### **E. Measuring Outcomes and Progress**

We don’t know what we don’t know. In Indiana data is a vital component of our High-Quality Plan. Embedded throughout our reform agenda, and fundamental to the success of our work, is the collection and sharing of information internally with participating state agencies and externally with families, educators and partners. Indiana has a strong track record for sharing data and being transparent in sharing student outcomes at the Indiana Department of Education and early learning program information at the Family and Social Services Administration. A

