

Project Plan Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Project Plan Version: Baseline
Effective Date: 12/3/2012

Code	Outcomes and Subtasks	Start Date	End Date
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State Name: North Carolina

Overall State RTT-ELC Goals: Strong grants management and implementation support will support our efforts to reach all of our RTT-ELC goals. The implementation support will also support the following goals: By December 2015, the selected evidence-based or informed intervention activities will produce the intended impacts for participating children with high needs and those who care for them (families, teachers) in the Transformation Zone. By December 2014, the NC ECAC will have a long-term plan to sustain the efforts in this grant.

Overall Grants Management and Implementation Support (Project 1)

Narrative: This project will provide the support needed to successfully manage the ELC grant, coordinating with the ECAC, PSAs, and contractors. This project also provides the overall support for building the state's capacity for high-quality implementation of evidence-based programs, including support for the Transformation Zone. Working with the ECAC, a sustainability plan will also be developed as part of this project. The ELC Coordinating Team and ELC Transformation Zone Teams will provide important cross-agency leadership and coordination to ensure effective, efficient implementation of grant activities--and to monitor progress in reaching our goals.

Attach organizational chart for (A)(3)(a)(1)

Selection Criterion Addressed: A.2, A.3, A.4, Absolute Priority 1

Code	Outcomes and Subtasks	Start Date	End Date
1	Overall Grants Management	1/1/2012	12/1/2015
1.1	Activity: Grants Management	1/1/2012	12/1/2015
1.1.1	Task: Establish MOU with FPG and grant with NCPC	3/12/2012	8/1/2012
1.1.2	Task: Hire Project Manager, Project Coordinators, Program Assistant	3/1/2012	9/1/2012
1.1.3	Task: Provide administrative and fiscal support for the ECAC	10/1/2013	12/1/2015
1.1.4	Task: Regularly communicate with the federal RTT-ELC team about progress, challenges, and other issues	3/1/2012	12/1/2015
1.1.5	Task: Write and submit required reports	3/1/2012	12/1/2015
1.1.6	Task: Participate in national and cross-state discussions related to ELC issues in order to strengthen the quality of NC's ELC work	3/1/2012	12/1/2015
1.1.7	Task: Ensure that projects have the infrastructure and support for successful implementation (e.g., staff committees, provide expertise as needed)	3/1/2012	12/1/2015
1.1.8	Task: ELC Coordination Team will meet regularly to support successful grant management and solve problems/challenges as they arise	9/1/2012	12/1/2015
1.1.9	Task: Review progress of all projects and foster cross-project coordination through regular meetings	4/1/2012	12/1/2015
1.1.10	Task: Regularly monitor all project expenditures and adjust as needed	4/1/2012	12/1/2015
1.1.11	Task: Coordinate with auditor and financial and contracts officer to ensure that all relevant federal and state laws/guidelines are followed	4/1/2012	12/1/2015
1.1.12	Task: Develop a communications plan and implement communication strategies (e.g., website, email to stakeholders, presentations), integrating the ELC communications work with the ECAC's public engagement efforts	4/1/2012	12/1/2015
1.1.13	Task: Annually review progress in meeting key performance measures, update status of key performance measures, and adjust work as needed	12/1/2012	12/1/2015
1.1.14	Task: Gather input and feedback from key stakeholders (at least annually)	10/1/2012	11/1/2015
1.1.15	Task: Develop and disseminate annual report of ELC and ECAC work	10/1/2012	12/1/2015
1.1.16	Task: Support the ECAC to develop a sustainability plan for the ELC work	7/1/2013	12/1/2014
1.2	Activity: Transformation Zone Support & Capacity Building	3/1/2012	12/1/2015
1.2.1	Task: Develop an ELC Transformation Zone (T Zone) Team; Establish Terms of Reference	3/1/2012	8/1/2012
1.2.2	Task: Develop a mutual selection process to identify the counties in the T Zone	3/1/2012	7/1/2012
1.2.3	Task: Hire state T Zone Implementation Specialists	6/1/2012	9/1/2012
1.2.4	Task: Hire T Zone Implementation Coach Coordinator	8/1/2012	10/1/2012
1.2.5	Task: Intentional, mutual selection of counties in the T Zone	4/1/2012	9/1/2012
1.2.6	Task: Assess the state's needs to support high-quality implementation statewide	4/1/2012	12/1/2012
1.2.7	Task: Community capacity building (e.g., ability to engage stakeholders)	8/1/2012	12/1/2015
1.2.8	Task: Develop infrastructure for implementation (e.g., hiring protocols, reallocation of resources)	8/1/2012	12/1/2015
1.2.9	Task: Hire local Implementation Coaches	10/1/2012	1/1/2013
1.2.10	Task: Support effective implementation of a menu of strategic evidence-based programs and practices	10/1/2012	12/1/2015
1.2.11	Task: Initiation of an array of services on a rolling schedule	10/1/2012	10/1/2013
1.2.12	Task: Meet regularly (e.g., about monthly) with leadership at county and state levels to communicate significant policy, procedural, and practice facilitators and barriers	9/1/2012	12/1/2015
1.2.13	Task: Identify and remove barriers to successful implementation at the local level	9/1/2012	12/1/2015
1.2.14	Task: Identify and remove barriers to successful implementation at the state level	9/1/2012	12/1/2015
1.2.15	Task: Monitor and strengthen the quality of implementation (e.g., fidelity of intervention) and implementation supports	9/1/2012	12/1/2015
1.2.16	Task: Develop a plan to strengthen state capacity to support implementation of evidence-based practices	1/1/2013	12/1/2013

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1.2.17	Task: Using the plan as a guide, actively develop state capacity to support successful implementation and expand lessons and successful practices from the T Zone statewide	1/1/2014	12/1/2015
1.2.18	Task: Develop a plan to scale-up the T Zone	1/1/2015	12/1/2015
1.3	Activity: Evaluation	3/1/2012	12/1/2015
1.3.1	Task: Determine scope of evaluation and primary evaluation questions	3/1/2012	9/1/2012
1.3.2	Task: Develop an RFP and review/approval process to hire an evaluator	9/1/2012	10/1/2012
1.3.3	Task: Hire evaluator	11/1/2012	12/1/2012
1.3.4	Task: ECAC and evaluator mutually develop evaluation plan and timeline	12/1/2012	1/1/2013
1.3.5	Task: Conduct evaluation	1/1/2013	12/1/2015
1.4	Activity: RTT-ELC TA Reserve	1/1/2012	12/1/2015
1.4.1	Task: Utilize TA funds to support the successful implementation of NC's RTT-ELC work; TA activities will be determined by mutual agreement between NC and federal team	1/12/2012	12/1/2015

Project #2 Integrated Data System

Project Goals/Desired Outcomes: This project will develop an Early Childhood Integrated Data System (ECIDS) for North Carolina to significantly advance the use of data for improving instruction, practices, services, and policies for young children.

Narrative: The ECIDS project will be accomplished by establishing a governance structure, building the technical architecture through an MOU with NC Information Technology Services, in conjunction with the PSAs, implementing a child UID, and ensuring the alignment of local data collection with the ECIDS.

Key Performance Measures: An integrated data system will help us measure key defined performance measures.

Selection Criterion Addressed: E.2, Absolute Priority 1: Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Cross-reference to other projects: This NC Early Childhood Integrated Data system relates to the data collection and use provisions of the K-3 Assessment, TQRIS, Transformation Zone, and Child Care Workforce Data projects in the RTT-ELC grant.

2	ECIDS	8/1/2012	12/1/2015
2.1	Activity: Establish data system governance structure	8/1/2012	12/1/2015
2.1.1	Task: Identify and establish MOUs and contracts with data system lead organizations for the ECIDS project	9/12/2012	1/13/2013
2.1.2	Task: Determine structure, roles, authority, process for data governance	9/12/2012	12/13/2013
2.1.3	Task: Regularly review project progress and make decisions informing ECIDS development and implementation	3/13/2013	12/1/2015
2.1.4	Task: Develop and implement a plan to ensure that key stakeholders are aware of the existence, purpose, and use of the ECIDS and its protections	3/1/2013	12/1/2015
2.1.5	Task: Develop and implement a plan to train relevant staff about effective data practices to ensure high quality data and use. Train users on how to use the ECIDS application to extract data to answer questions.	3/13/2013	12/15/2015
2.2	Activity: Build the ECIDS technical architecture and deploy and operationalize the ECIDS system	12/1/2012	12/1/2015
2.2.1	Task: Develop business requirements	12/1/2012	12/1/2013
2.2.2	Task: Develop technical applications	7/13/2013	12/15/2015
2.2.3	Task: Modify existing data systems, as needed, to operationalize ECIDS	7/13/2013	12/15/2015
2.2.4	Task: Pilot, evaluate and modify technical applications. Iterative production releases.	7/14/2014	12/15/2015
2.3	Activity: Implement child UIDs	1/1/2013	12/1/2015
2.3.1	Task: Determine and implement process for each agency data system for assigning child UID	1/13/2013	12/15/2015
2.4	Activity: Build local capacity for data collection, management and connection to the ECIDS	10/1/2012	12/1/2015
2.4.1	Task: Assess Smart Start local partnership data capacity and determine needs for expansion	10/12/2012	3/13/2013
2.4.2	Task: Determine appropriate interface among local Smart Start partnership data systems and ECIDS	3/1/2013	12/14/2015
2.4.3	Task: Strengthen Smart Start local partnerships' ability to collect good data.	3/14/2014	12/15/2015
2.5	Activity: Implement web based child care workforce data system	12/12/2012	10/1/2014
2.5.1	Task: Use existing business requirements documents to develop plan and contract requirements, in consultation with ITS	12/12/2012	1/1/2013
2.5.2	Task: Contract with ITS or outside vendor to develop workforce database	1/1/2013	4/1/2013
2.5.3	Task: Develop web-based system for child care workforce data	4/1/2013	10/1/2014

Project #3 Professional Development Capacity Building

Project Goals/Desired Outcomes: To strengthen the early childhood professional development system in NC. This work will support the following goal: By December 2015, 47% of teachers/lead teachers working with children from birth to five in licensed child care, Head Start and Pre-K settings will have an Associate's degree in early childhood education (or its equivalent) or a Bachelor's degree in child development alone or with a Birth-Kindergarten license (or its equivalent).

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<p>Narrative: The ECAC will convene the NC Council on Early Childhood Professional Development to address systemic issues (e.g., coordination, alignment) that will significantly impact the effectiveness and efficiency of the early childhood professional development system. The ECAC will also work with a contractor to develop an online Master's Degree program on early childhood program leadership and management to provide additional professional development to early childhood leaders.</p>			
<p>Key Performance Measures: This project will support our progress on the Performance Measures D.2.d.1 (Number of ECEs receiving credentials from aligned institutions) and D.2.d.2 (Number of ECEs progressing to higher levels of credentials).</p>			
<p>Selection Criterion Addressed: Selection Criteria D.2. Supporting early childhood educators in improving their knowledge, skills, and abilities; Absolute Priority 1</p>			
<p>Cross-reference to other projects: This project is related to other professional development projects: Project 6-Increasing Access to High-Quality ELD Programs, Project 8-Enhanced Professional Development, Project 9-Early Learning & Development Standards, Project 10-Certification & Licensure, Project 11-Access & Articulation, Project 12-Compensation & Retention, Project 13-Cultural Competence, and Project 14-ELD Program Administrator Support (Director Leadership Institute)</p>			
3	PD Capacity Building	8/1/2012	12/1/2015
3.1	Activity: NC Council on Early Childhood Professional Development	8/1/2012	12/1/2015
3.1.1	Task: Plan the Council (e.g., participants, charge)	8/1/2012	12/1/2015
3.1.2	Task: Council meets to review current system (e.g., strengths & barriers)	12/1/2012	4/1/2013
3.1.3	Task: Council develops recommendations and action plan	4/1/2013	6/1/2013
3.1.4	Task: Council meets regularly (possibly quarterly) to assess progress and revise action plan as needed	7/1/2013	12/1/2015
3.2	Activity: Online Master's Degree Program	12/1/2012	12/1/2015
3.2.1	Task: Create advisory panel to help define core components & course goals based on system needs	12/1/2012	1/1/2013
3.2.2	Task: Develop RFP and selection criteria for university to establish MA degree program; issue RFP	12/1/2012	2/1/2013
3.2.3	Task: Review proposals and select contractor	1/1/2013	2/1/2013
3.2.4	Task: Develop the program proposal (e.g., credits, course goals & descriptions)	2/1/2013	5/1/2013
3.2.5	Task: Obtain approval for new degree program	2/1/2013	6/1/2013
3.2.6	Task: Develop the course (e.g., syllabi, readings, assignments, instructor)	5/1/2013	10/1/2013
3.2.7	Task: Establish infrastructure for program (e.g., course instructors, web technology)	5/1/2013	12/1/2013
3.2.8	Task: Advertise availability of degree Fall 2013-Fall 2015	7/1/2013	12/1/2015
3.2.9	Task: Evaluate effectiveness of online degree program (e.g., # enrolled, barriers, supports)	3/1/2014	12/1/2015
<p>Project #4 Promoting Participation in Revised TQRIS</p>			
<p>Project Goals/Desired Outcomes: Revise the TQRIS to more meaningfully differentiate among the quality tiers. Improve the quality and quantity of ELD programs participating in the TQRIS and incentivize programs to meet requirements. This project supports the following goal: By 2015, 75% of all children birth to 5 with High Needs who are participating in an ELD program will be served in a program that has achieved 4 stars or higher in NC's 5-star rated TQRIS license. By December 2015, 60% of all licensed programs will have achieved four stars or higher in NC's revised five star rated TQRIS license.</p>			
<p>Narrative: This project seeks to implement revisions to the state's TQRIS based upon recommendations by a cross-sector TQRIS Advisory Committee; establish a bonus program to reward ELD programs that implement certain policies and practices that will become standards in the revised TQRIS; provide technical assistance and mini grants to public schools and religiously-affiliated ELD programs to help them achieve licensure; and create a Task Force on Licensure to consider the appropriateness and feasibility of expanding licensure or regulations to part-day ELD programs or family child care providers who serve fewer than 3 children.</p>			
<p>Key Performance Measures: Key Performance Measure B.2.c (number and percent of ELD programs participating in TQRIS) is addressed in this project.</p>			
<p>Selection Criterion Addressed: B.1, B.2, Absolute Priority I, Competitive Preference Priority 2</p>			
<p>Cross-reference to other projects: This project relates to the Enhanced Professional Development activities in Project 8; the Early Learning and Development Standards Activities in Project 9; the Cultural Competence Activity in Project 13; the Faith-Based ELD Program Engagement Activity in Project #18.</p>			
4	Promote Participation in TQRIS	6/1/2012	12/1/2015
4.1	Activity: Revising the TQRIS	6/1/2012	12/1/2015
4.1.1	Task: Final report of recommended revisions.	6/1/2012	9/1/2012
4.1.2	Task: NC Child Care Commission reviews recommended revisions and acts on selected items.	6/1/2012	5/1/2013
4.1.3	Task: RFA issued for Phase 1 of TQRIS Validation and Impact Study	9/12/2012	11/12/2012
4.1.4	Task: Contract awarded for Phase 1 of TQRIS Validation and Impact Study	11/12/2012	12/12/2012
4.1.5	Task: Conduct focus groups on implementation of revised TQRIS; collect input from key sectors of the provider community and additional stakeholders.	10/12/2012	9/1/2013

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4.1.6	Task: Complete portions of TQRIS Validation and Impact Study required for implementation of revised TQRIS.	10/12/2012	2/1/2014
4.1.7	Task: Present recommendations for rule changes to NC Child Care Commission	2/1/2014	12/1/2014
4.1.8	Task: Implement Revised TQRIS	1/1/2015	12/1/2015
4.2	Activity: Incentives to Improve Work Environment	9/1/2012	12/1/2015
4.2.1	Task: Contract awarded to CCRI	9/1/2012	10/1/2012
4.2.2	Task: Develop information, materials, & protocols for activity	10/1/2013	12/1/2013
4.2.3	Task: Identify and disseminate project information and applications for 2014 to 4 & 5-star programs	12/1/2013	3/1/2014
4.2.4	Task: Allocate funding to each region for 2014	1/1/2014	3/1/2014
4.2.5	Task: Review applications for eligibility and award bonuses for 2014	4/1/2014	6/1/2014
4.2.6	Task: Identify and disseminate project information and applications for 2015 to 4 & 5-star programs	12/1/2014	3/1/2015
4.2.7	Task: Allocate funding to each region for 2015	1/1/2015	3/1/2015
4.2.8	Task: Review applications for eligibility and award bonuses for 2015	4/1/2015	6/1/2015
4.3	Activity: Support to Enter the TQRIS	5/1/2012	12/1/2015
4.3.1	Task: Identify and recruit unlicensed NC Pre-K sites located in public schools	5/1/2012	9/1/2012
4.3.2	Task: Provide TA and develop quality improvement plans for unlicensed NC Pre-K sites located in public schools	5/1/2012	12/1/2012
4.3.3	Task: Contract awarded to SWCDC	8/1/2012	9/1/2012
4.3.4	Task: Apply for and award mini-grants to NC Pre-K sites located in public schools.	9/1/2012	3/1/2013
4.3.5	Task: Monitor changes implemented and TQRIS levels of 2012 NC Pre-K participants.	1/1/2013	3/1/2013
4.3.6	Task: Identify and recruit unlicensed public school sites and religiously affiliated programs for 2013.	10/1/2012	12/1/2012
4.3.7	Task: Provide TA and develop quality improvement plans for sites participating in 2013.	1/1/2013	6/1/2013
4.3.8	Task: Apply for and award mini-grants to 2013 participants.	3/1/2013	12/1/2013
4.3.9	Task: Monitor changes implemented by 2013 participants and TQRIS levels of all participants.	1/1/2014	3/1/2014
4.3.10	Task: Identify and recruit unlicensed public school sites and religiously affiliated programs for 2014.	10/1/2013	12/1/2013
4.3.11	Task: Provide TA and develop quality improvement plans for sites participating in 2014.	1/1/2014	6/1/2014
4.3.12	Task: Apply for and award mini-grants to 2014 participants.	3/1/2014	12/1/2014
4.3.13	Task: Monitor changes implemented by 2014 participants and TQRIS levels of all participants to date.	1/1/2015	3/1/2015
4.3.14	Task: Identify and recruit unlicensed public school sites and religiously affiliated programs for 2015.	10/1/2014	12/1/2014
4.3.15	Task: Provide TA and develop quality improvement plans for sites participating in 2015.	1/1/2015	6/1/2015
4.3.16	Task: Apply for and award mini-grants to 2015 participants.	3/1/2015	10/1/2015
4.3.17	Task: Monitor changes implemented by 2015 participants and TQRIS levels of all participants to date.	10/1/2015	12/1/2015
4.4	Activity: Task Force on Licensing	4/1/2012	7/1/2013
4.4.1	Task: Collect input from stakeholders about focus of Task Force	4/1/2012	5/1/2012
4.4.2	Task: Convene Task Force on Licensing	1/13/2013	3/1/2013
4.4.3	Task: Final report of recommendations	4/1/2013	6/1/2013

Project #5: TQRIS Program Quality Measurement Development

Project Goals/Desired Outcomes: A new program assessment measure will be developed for the purpose of rating quality in a TQRIS.

Narrative: North Carolina will lead a consortium of states to develop and pilot-test a new program quality assessment tool designed specifically for use in a TQRIS.

Key Performance Measures: There are no Key Performance Measures directly addressed by this project.

Selection Criterion Addressed: B.3., Absolute Priority 1

Cross-reference to other projects: This project relates to the Promoting Participation in the Revised TQRIS activities in Project 4.

5	New TQRIS Measurement Tool	2/1/2012	12/1/2015
5.1	Activity 5.1: Lead a consortium of states to develop and pilot-test a new program quality assessment tool for use in a TQRIS.	2/1/2012	12/1/2015
5.1.1	Task: States invited to participate in a multi-state consortium.	2/1/2012	3/1/2012
5.1.2	Task: RFA posted	4/1/2012	5/1/2012
5.1.3	Task: Contract awarded	6/1/2012	8/12/2012
5.1.4	Task: Multi-state consortium meets and develops plan for creating a new assessment tool	8/12/2012	10/1/2012
5.1.5	Task: Literature review and generation of item pool	7/1/2012	3/1/2013
5.1.6	Task: Hire and train skilled assessors	1/1/2013	4/1/2013
5.1.7	Task: Pilot 1: Test observation and interview items in centers and family child care homes.	3/1/2013	9/1/2013
5.1.8	Task: Pilot 2: Test revised observation and interview items, and self-study process, in centers and family child care homes.	9/1/2013	5/1/2014
5.1.9	Task: Pilot 3: Initial test of full measure in centers and family child care homes	5/1/2014	9/1/2014
5.1.10	Task: Pilot 4: Large-scale test of full measure in centers and family child care homes	9/1/2014	7/1/2015
5.1.11	Task: Analyze pilot test data to determine validity and reliability of scores for new assessment tool.	7/1/2015	9/1/2015
5.1.12	Task: Complete final report of pilot tests, and drafts of assessment tool, procedural manual, and technical manual	9/1/2015	12/1/2015

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5.1.13	Task: Complete recommendations for refining the measure, training procedures, and using the measure across multiple states as part of TQRIS	9/1/2015	12/1/2015

Project #6 Increasing Access to High Quality ELD Programs

Project Goals/Desired Outcomes: This project will help to support Children with High Needs by providing more access to high-quality ELD programs, and supporting ELD programs in improving their quality. It relates specifically to the following goal: By 2015, 75% of all children birth to 5 with high needs who are participating in an ELD program will be served in a program that has achieved 4 stars or higher in NC's 5-star rated TQRIS license.

Narrative: This project will provide technical assistance to ELD programs that have not yet attained 3 stars in the current TQRIS to attain and maintain at least 3 stars; will create new slots as well as part-day slots in high quality ELD programs for infants and toddlers with High Needs in the Transformation Zone through mini grants, subsidy rate supplements and per-slot payments; and will conduct statewide studies of the early childhood workforce.

Key Performance Measures: Key Performance Measures B.4.c.1 (number of ELD programs in top tiers of TQRIS), B.4.c.2 (number and percent of Children with High Needs in ELD programs in top tiers of TQRIS), D.2.d1 (number of ECEs in institutions that are aligned with Workforce Knowledge and Competency Framework), and D.2.d.2 (number and percent of ECEs progressing to higher levels of credentials) are addressed in this project. The workforce study activities will allow us to monitor progress in attaining the D.2.d.2 performance measures.

Selection Criterion Addressed: B.4, D.2, Absolute Priority I

Cross-reference to other projects: This project relates to the Transformation Zone activities in Projects 1, 8, 18

6	Increase Access HQ ELDs	1/1/2012	12/1/2015
6.1	Activity: Support Programs to Attain and Maintain 3 or More Stars	1/1/2012	12/1/2015
6.1.1	Task: Identify & recruit 1 & 2 star programs interested in earning 3 or more stars.	1/1/2012	6/1/2012
6.1.2	Task: Provide technical assistance for interested programs and develop quality improvement plans for 2012 participants.	6/1/2012	12/1/2012
6.1.3	Task: Track progress of 2012 participants moving to 3-5 stars.	6/1/2012	12/1/2012
6.1.4	Task: Award contract	8/1/2012	9/1/2012
6.1.5	Task: Identify and recruit programs for participation in 2013, including programs that need maintenance support.	1/1/2013	3/1/2013
6.1.6	Task: Provide technical assistance for interested programs and develop quality improvement plans for 2013 participants.	3/1/2013	12/1/2013
6.1.7	Task: Track progress of 2013 participants moving to 3-5 stars, and maintenance of at least 3 stars for all participating programs to date.	10/1/2013	12/1/2013
6.1.8	Task: Identify and recruit programs for participation in 2014, including programs that need maintenance support.	1/1/2014	3/1/2014
6.1.9	Task: Provide technical assistance for interested programs and develop quality improvement plans for 2014 participants.	3/1/2014	12/1/2014
6.1.10	Task: Track progress of 2014 participants moving to 3-5 stars, and maintenance of at least 3 stars for all participating programs to date.	10/1/2014	12/1/2014
6.1.11	Task: Identify and recruit programs for participation in 2015, including programs that need maintenance support.	1/1/2015	3/1/2015
6.1.12	Task: Provide technical assistance for interested programs and develop quality improvement plans for 2015 participants.	3/1/2015	12/1/2015
6.1.13	Task: Track progress of 2015 participants moving to 3-5 stars, and maintenance of at least 3 stars for all participating programs to date.	10/1/2015	12/1/2015
6.2	Activity: Increase availability of high quality ELD for Infants & Toddlers (IT) in Transformation Zone	8/1/2012	12/1/2015
6.2.1	Task: Transformation Zone Counties and CCR&R Regions identified	8/1/2012	10/1/2012
6.2.2	Task: Award contract.	10/1/2012	11/1/2012
6.2.3	Task: Hire and train qualified IT Specialist to coordinate activity.	10/1/2012	12/1/2012
6.2.4	Task: Identify and recruit eligible sites with potential to offer high quality IT slots.	12/1/2012	2/1/2013
6.2.5	Task: Provide technical assistance to interested sites and develop quality improvement plans.	1/1/2013	6/1/2013
6.2.6	Task: Award start-up and expansion grants to eligible programs.	1/1/2013	12/1/2013
6.2.7	Task: Establish protocol for awarding and monitoring enhanced subsidy payments.	3/1/2013	5/1/2013
6.2.8	Task: Provide enhanced subsidy payments for IT with High Needs in new 4- and 5-star slots and monitor ongoing quality and participation for 2013.	6/1/2013	12/1/2013
6.2.9	Task: Provide enhanced subsidy payments for IT with High Needs in new 4- and 5-star slots and monitor ongoing quality and participation for 2013.	6/1/2013	12/1/2013
6.2.10	Task: Identify additional eligible sites, provide TA, and award additional grants if needed.	1/1/2014	12/1/2014
6.2.11	Task: Provide enhanced subsidy payments for IT with High Needs in new 4- and 5-star slots and monitor ongoing quality and participation for 2014.	1/1/2014	12/1/2014

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Code	Outcomes and Subtasks	Start Date	End Date
6.2.12	Task: Provide enhanced subsidy payments for IT with High Needs in new 4- and 5-star slots and monitor ongoing quality and participation for 2015.	1/1/2015	12/1/2015
6.2.13	Task: Identify additional eligible sites, provide TA, and award additional grants if needed.	1/1/2015	6/1/2015
6.2.14	Milestone: Programs open 30 new or enhanced 4- and 5-star slots for infants and toddlers.	12/1/2012	8/1/2015
6.3	Activity: Part-day programs for IT in Transformation Zone	8/1/2012	12/1/2015
6.3.1	Task: Transformation Zone counties and CCR&R Regions identified	8/1/2012	10/1/2012
6.3.2	Task: Award contract.	10/1/2012	11/1/2012
6.3.3	Task: Hire and train qualified IT Specialist to coordinate activity.	10/1/2012	12/1/2012
6.3.4	Task: Conduct outreach and recruit programs with the potential to add high quality part-time IT slots in the Transformation Zone.	12/1/2012	4/1/2013
6.3.5	Task: Provide training and TA to eligible providers.	1/1/2013	5/1/2013
6.3.6	Task: Provide mini-grants to enable providers to develop slots.	2/1/2013	6/1/2013
6.3.7	Task: Create child/family eligibility policies and procedures and accept applications.	1/1/2013	6/1/2013
6.3.8	Task: Enroll IT with High Needs in part-day slots for 2013 and pay ELD programs.	6/1/2013	12/1/2013
6.3.8.1	Milestone: 50 part-day slots for IT with High Needs will be available	7/1/2013	8/1/2013
6.3.9	Task: Monitor enrollment, program quality, and child/family outcomes for 2013.	8/1/2013	12/1/2013
6.3.10	Task: Recruit additional providers, provide TA, and award mini-grants to develop additional slots if needed.	2/1/2013	8/1/2013
6.3.11	Task: Enroll IT with High Needs and pay ELD programs	10/1/2013	12/1/2014
6.3.11.1	Milestone: 40 additional part-day slots for IT with High Needs available.	12/1/2013	1/1/2014
6.3.12	Task: Monitor enrollment, program quality, and child/family outcomes for 2014.	1/1/2014	12/1/2014
6.3.13	Task: Enroll IT with High Needs in part-day slots for 2015 and pay ELD programs.	10/1/2014	12/1/2015
6.3.13.1	Milestone: 30 additional part-day slots for IT with High Needs available.	12/1/2014	1/1/2015
6.3.14	Task: Monitor enrollment, program quality, and child/family outcomes for 2015	1/1/2015	12/1/2015
6.4	Activity: Early Childhood Educator Statewide Workforce Study	3/1/2012	12/1/2015
6.4.1	Task: Post RFA	4/1/2012	5/1/2012
6.4.2	Task: Award contract.	6/1/2012	9/1/2012
6.4.3	Task: Design survey and select sample for Teacher and Administrator (TA) Study 1 and Family Child Care (FCC Study 1).	7/1/2012	9/1/2012
6.4.4	Task: Collect data for TA Study 1 and FCC Study 1.	9/1/2012	12/1/2012
6.4.5	Task: Analyze data and prepare report for TA Study 1 and FCC Study 1.	1/1/2013	4/1/2013
6.4.6	Task: Design survey and select sample for TA Study 2.	1/1/2013	4/1/2013
6.4.7	Task: Collect data for TA Study 2.	3/1/2013	10/1/2013
6.4.8	Task: Analyze data and prepare report for TA Study 2.	10/1/2013	12/1/2013
6.4.9	Task: Design survey and select sample for TA Study 3 and FCC Study 2.	12/1/2013	3/1/2014
6.4.10	Task: Collect data for TA Study 3 and FCC Study 2.	3/1/2014	10/1/2014
6.4.11	Task: Analyze data and prepare report for TA Study 3 and FCC Study 2.	10/1/2014	12/1/2014
6.4.12	Task: Design survey and select sample for TA Study 4.	12/1/2014	3/1/2015
6.4.13	Task: Collect data for TA Study 4.	3/1/2015	10/1/2015
6.4.14	Task: Analyze data and prepare report for TA Study 4.	10/1/2015	12/1/2015

Project #7 TQRIS Validation Study

Project Goals/Desired Outcomes: To ensure that the tiers within the revised TQRIS meaningfully differentiate levels of quality that correspond to changes in children's progress.

Narrative: The TQRIS validation study will be conducted over four years to a) determine if differences in quality ratings are associated with differences in children's progress; b) document program features most closely associated with differences in child outcomes among Children with High Needs; c) identify quality features that distinguish between programs at the upper ranges of quality; and d) assess the potential impact of the revised TQRIS on the distribution of program ratings.

Key Performance Measures: This project is related to Key Performance Measures B.4.c.1 (number of ELD programs in top tiers of TQRIS) and B.4.c.2 (number and percent of Children with High Needs in ELD programs in top tiers of TQRIS).

Selection Criterion Addressed: B.5, Absolute Priority 1

Cross-reference to other projects:

7	TQRIS Validation	6/1/2012	12/1/2015
7.1	Activity: TQRIS Validation Study	6/1/2012	12/1/2015
7.1.1	Task: RFA for Phase I developed and posted.	6/1/2012	10/1/2012
7.1.2	Task: Contract awarded for Phase I of Validation Study	10/1/2012	11/1/2012
7.1.3	Task: Multi-year Phase II validation study design and timeline drafted	10/1/2012	12/30/2012

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7.1.4	Task: Map TQRIS Advisory Committee recommendations onto conceptual framework and identify alternative cut points and combining rules for revised levels. (Phase I)	10/1/2012	1/30/2013
7.1.5	Task: Submit Phase II validation and evaluation plans to ED/HHS for review and comment.	1/1/2013	2/1/2013
7.1.6	Use existing data and targeted data collection to determine likely distributions of providers at revised TQRIS levels using different cut points and combining rules. (Phase I)	1/1/2013	6/30/2013
7.1.7	Set standards for revised TQRIS levels. (Phase II)	6/1/2013	8/1/2013
7.1.8	Test reliability and validity of new components and measures to be included in revised TQRIS (e.g. Specializations, CLASS, Accreditation). (Phase II)	8/1/2013	6/30/2014
7.1.9	Test relationship between program ratings at the higher levels (REVISED 3-5) and other quality indicators to see if ratings differentiate program quality. (Phase II)	8/1/2013	6/30/2014
7.1.10	Assess relationship between quality features and ratings, and child outcomes. (Phase II)	8/1/2014	9/30/2015
7.1.11	Complete final report. (Phase II)	9/14/2015	12/30/2015

Project #8 Enhanced Professional Development

Project Goals/Desired Outcomes: Improve the quality of infant and toddler settings and support Children with High Needs by providing a Healthy Social Behavior Specialist within the Transformation Zone. This project will also meet the needs and strengthen the quality of the early childhood workforce through standardized professional development that will be widely available.

Narrative: This project will provide a Healthy Social Behavior Specialist in the Transformation Zone. Two new courses will be developed: a 2 CEU course on "The Art of Coaching, Mentoring, and TA," as well as a .5 CEU Course on "Choosing and Using a Curriculum and Instructional Assessment" to meet the needs of the early childhood workforce. This project will also align all training to revised ELDS; provide regional access to new trainings including Early Learning Standards and Formative Assessment, Cultural Competence, Curriculum and Assessment, and Coaching, Mentoring, and TA; and create communities of practice for coaching, mentoring, and TA staff across the state.

Key Performance Measures: Key Performance Measure D.2.d.2 (number and percent of ECEs progressing to higher levels of credentials) is addressed in this project.

Selection Criterion Addressed: B.4, D.2, Absolute Priority 1

Cross-reference to other projects: This project relates to the Transformation Zone activities in Project 6; the ELDS activities in Project 9; the Educator Efficacy Endorsement activity in Project 10; & the Cultural Competence activities in Project 13.

8	Enhanced Professional Development		
8.1	Activity: Course on Choosing and Using an Instructional Assessment	6/1/2012	12/1/2014
8.1.1	Task: Award contract to CCSA	7/1/2012	9/1/2012
8.1.2	Task: CCSA contracts with consultant to develop a .5-CEU course on "Choosing and Using an Instructional Assessment."	9/1/2012	10/12/2012
8.1.3	Task: Develop course and Trainer's Guide	10/12/2012	12/12/2012
8.1.4	Task: Field test course	1/13/2013	3/1/2013
8.1.5	Task: Make necessary modifications to course.	4/1/2013	6/1/2013
8.1.6	Task: Train the trainer in 14 CCR&R Lead Agencies to deliver course.	6/1/2013	12/1/2013
8.1.7	Task: DCDEE Licensing consultants take course.	12/1/2013	12/1/2014
8.2	Activity: Course on Coaching Mentoring and TA	6/1/2012	3/1/2014
8.2.1	Task: Award contract to CCRI	7/1/2012	9/1/2012
8.2.2	Task: CCRI contracts with consultant to develop a 2 CEU course on "The Art of Coaching, Mentoring, and TA"	9/1/2012	11/1/2012
8.2.3	Task: Develop course and Trainer's Guide.	11/1/2012	9/1/2013
8.2.4	Task: Field test course.	9/1/2013	9/1/2013
8.2.5	Task: Make necessary modifications to course.	10/1/2013	12/1/2013
8.2.6	Task: Train the trainer in 14 CCR&R Lead Agencies to deliver course.	10/1/2013	3/1/2014
8.3	Activity: CCR&R Enhancement	6/1/2012	12/1/2015
8.3.1	Task: Award contracts	7/1/2012	9/1/2012
8.3.2	Task: Align 50% of learning events offered by CCR&R System with revised ELD Standards.	1/1/2013	12/1/2013
8.3.3	Task: Align additional 25% of learning events offered by CCR&R System with revised ELD Standards.	1/1/2014	12/1/2014
8.3.4	Task: Align additional 25% of learning events offered by CCR&R System with revised ELD Standards.	1/1/2015	12/1/2015
8.3.4.1	Milestone: 100% of all learning events offered by CCR&R System align with revised ELD Standards.	10/1/2015	12/1/2015
8.3.5	Task: Provide new .5 CEU course on Curriculum and Assessment twice in each region (as presenters are trained as part of Activity 8.2)	9/1/2013	12/1/2013
8.3.6	Task: Provide new .5 CEU course on Curriculum and Assessment four times in each region.	1/1/2014	12/1/2014
8.3.7	Task: Provide new .5 CEU course on Curriculum and Assessment four times in each region.	1/1/2015	12/1/2015
8.3.8	Task: Provide new 2 CEU course on Coaching, Mentoring, and TA twice in each region (as presenters are trained in Activity 2).	10/1/2013	12/1/2013
8.3.9	Task: Provide new 2 CEU course on Coaching, Mentoring, and TA four times in each region.	1/1/2014	12/1/2014
8.3.10	Task: Provide new 2 CEU course on Coaching, Mentoring, and TA four times in each region.	1/1/2015	12/1/2015

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8.3.11	Task: Ensure 90% of CCR&R staff have Adult Educator or Early Educator Efficacy Endorsement	1/1/2014	12/1/2015
8.3.12	Task: Provide new .5 CEU course on Cultural Competence twice in each region (as presenters are trained and curriculum module is finalized in Project 13.)	7/1/2014	12/1/2014
8.3.13	Task: Provide new .5 CEU course on Cultural Competence four times in each region.	1/1/2015	12/1/2015
8.3.14	Task: Two CCR&R staff members per region complete training on facilitating Communities of Practice.	9/1/2012	6/1/2013
8.3.15	Task: CCR&R Lead Agencies facilitate at least one Community of Practice per region for TA Providers.	6/1/2013	12/1/2013
8.3.16	Task: CCR&R Lead Agencies facilitate one to three Communities of Practice per region for TA Providers (depending on size of region).	1/1/2014	12/1/2014
8.3.17	Task: CCR&R Lead Agencies facilitate one to three Communities of Practice per region for TA Providers (depending on size of region).	1/1/2015	12/1/2015
8.3.18	Task: Contract with Teachstone Training for 3 Observation Trainings and 4 Train-the-Trainer sessions on CLASS	8/1/2012	9/1/2012
8.3.19	Task: Set up training sites and recruit participants for CLASS Observation Training	10/1/2012	12/1/2012
8.3.20	Task: Offer 3 CLASS Observation Training sessions at locations across the state.	1/1/2013	3/1/2013
8.3.21	Task: Set up training sites and recruit participants for CLASS Train-the-Trainer sessions.	3/1/2013	6/1/2013
8.3.22	Task: Offer 4 CLASS Train-the-Trainer sessions at locations across the state.	6/13/2012	9/13/2013
8.3.22.1	Milestone: 40 certified CLASS certified trainers available to train others and support use of the CLASS in revised TQRIS.	6/1/2013	10/1/2013
8.3.23	Task 8.3.23: Convene advisory committee to develop content for standardized online orientation for child care providers.	9/1/2012	3/1/2013
8.3.24	Task: Develop content and construct online modules.	3/1/2013	6/1/2013
8.3.25	Task: Field test online orientation.	6/1/2013	9/1/2013
8.3.26	Task: Complete revisions to online orientation and provide to DCDEE for access on website.	12/1/2013	3/1/2014
8.3.27	Task: Provide new .5 CEU course on revised ELDS a total of four times at locations across the state as presenters are trained as part of Activity 9.2.	9/1/2013	12/1/2013
8.3.28	Task: Provide new .5 CEU course on revised ELDS four times in each region.	1/1/2014	12/1/2014
8.3.29	Task: Provide new .5 CEU course on revised ELDS four times in each region.	1/1/2015	12/1/2015
8.4	Activity: Healthy Social Behavior Specialist in the Transformation Zone	9/1/2012	12/1/2015
8.4.1	Task: Award contract.	10/1/2012	11/1/2012
8.4.2	Task: Hire and orient qualified specialist.	10/1/2012	12/1/2012
8.4.3	Task: Conduct outreach in Transformation Zone counties.	10/1/2012	12/1/2015
8.4.4	Task: Provide TA and training to teachers working with children with challenging behaviors	12/1/2012	12/1/2015

Project #9 Early Learning & Development Standards

Project Goals/Desired Outcomes: To ensure full implementation of the revised ELDS across all ELD programs to improve the quality of ELD programs, which will support children's school readiness skills.

Narrative: This project seeks to enact policy changes necessary to ensure standards and requirements in all components of the ELD system are aligned with and address the revised ELDS; and to implement strategies to ensure the revised ELDS are understood and used effectively by professional development providers and ELD service providers.

Key Performance Measures: There are no Key Performance Measures directly addressed by this project.

Selection Criterion Addressed: C.1, Absolute Priority 1, Invitational Priority 4

Cross-reference to other projects: This project relates to Project 3-Professional Development Capacity Building, Project 4-Promoting Participation in Revised TQRIS, Project 8-Enhanced Professional Development, and Project 15-K-3 Assessment

9	ELDS	1/1/2012	12/1/2015
9.1	Activity: Implement revised ELDS across ELD programs	1/1/2012	12/1/2015
9.1.1	Task: ELD Foundations Revised	10/1/2011	12/1/2012
9.1.2	Task: TQRIS Advisory Committee makes recommendations for program standards & program quality measures that support implementation of revised Foundations.	4/1/2012	6/1/2012
9.1.3	Task: Full Foundations document with supporting content completed and available for dissemination.	7/1/2012	3/1/2013
9.1.4	Task: ELDS Leadership Team develops long-term rollout plan to support broad use of the revised ELDS in ELD programs across sectors.	9/1/2012	3/1/2013
9.1.5	Task: ELDS Leadership Team develops support across sectors and additional funding to sustain rollout and implement long-term plan.	3/1/2013	9/1/2013
9.1.6	Task: ELDS Leadership Team implements rollout plan.	3/1/2013	12/1/2015
9.1.7	Task: Requirement to use ELDS incorporated into requirements for revised TQRIS and rule change recommended to NC Child Care Commission.	2/1/2014	12/1/2014
9.2	Activity: CEU and Professional Development to Build Awareness of Revised ELDS	9/1/2012	3/1/2014
9.2.1	Task: Award contract	9/12/2012	10/12/2012
9.2.2	Task: CCRI hires consultant to develop course content.	10/1/2012	12/1/2012
9.2.3	Task: CEU and training guide drafted and submitted to ELDS Leadership Team for approval	1/1/2013	3/1/2013

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9.2.4	Task: CEU field tested with diverse ECE practitioners.	3/1/2013	6/1/2013
9.2.5	Task: CEU modified and field tested with technical assistance and professional development providers.	7/1/2013	9/1/2013
9.2.6	Task: CEU finalized and available for use.	9/1/2013	10/1/2013
9.2.7	Task: Convene Higher Education Institutes for faculty at 2-year and 4-year institutions, to familiarize them with revised ELDS.	9/1/2013	12/1/2013
9.2.8	Task: Convene Cross-Sector Professional Development Institutes focused on revised ELDS.	10/1/2013	3/1/2014
9.2.9	Task: Hold train-the-trainer sessions on new CEU for regional CCR&R Staff.	10/1/2013	12/1/2013

Project #10 Certification and Licensure

Project Goals/Desired Outcomes: This project will enhance the quality of the early childhood workforce, including teachers who are working with Children with High Needs by providing mentoring, evaluation, and support. This project will support the goal: By December 2015, 47% of teachers/lead teachers working with children from birth to five in licensed child care, Head Start and Pre-K settings will have an Associate's degree in early childhood education (or its equivalent) or a Bachelor's degree in child development alone or with a Birth-Kindergarten license (or its equivalent).

Narrative: The first activity in this project will provide mentoring & evaluation services to teachers with their provisional B-K License. The support and work of the mentors and evaluators will make full Birth-Kindergarten licensure available to these teachers working with children with High Needs. The second activity will establish competencies for coaches, mentors, and TA providers and create an endorsement for these professionals through the certification system. The **third** activity provides support for reduced-fee certification and endorsements.

Key Performance Measures: Key Performance Measures D.2.d.1 (number of ECEs in institutions that are aligned with Workforce Knowledge and Competency Framework), and D.2.d.2 (number and percent of ECEs progressing to higher levels of credentials) are addressed in this project.

Selection Criterion Addressed: D.2, Absolute Priority 1

Cross-reference to other projects: This project relates to the Transformation Zone activities in Projects 6, 8, & 18.

10	Certification and Licensure	5/1/2012	12/1/2015
10.1	Activity: Support for B-K Teacher Licensure	5/1/2012	12/1/2015
10.1.1	Task: Identify and train mentor teachers to work with newly licensed and lateral entry B-K teachers in non-public school settings for 2012-2013.	5/1/2012	8/1/2012
10.1.2	Task: Recruit newly licensed and lateral entry B-K teachers working in non-public school settings interested in moving toward full licensure (2012-2013).	5/1/2012	4/1/2013
10.1.3	Task: Document new teacher needs and create professional development goals and plans for 2012-2013.	8/1/2012	4/13/2013
10.1.4	Task: Provide mentoring/coaching support services to newly licensed and lateral entry B-K teachers based on teachers' assessed needs, including formative observation, feedback, and adjustment of PD goals and plans. (2012-2013)	9/1/2012	5/1/2013
10.1.5	Task: Conduct summary evaluation of participating teachers' practices and document child progress; use results to decide continuing support and/or recommendation for next level of licensure. (2012-2013)	4/1/2013	6/1/2013
10.1.6	Task: Identify and train mentor teachers to work with newly licensed and lateral entry B-K teachers in non-public school settings for 2013-2014.	5/1/2013	8/1/2013
10.1.7	Task: Recruit newly licensed and lateral entry B-K teachers working in non-public school settings interested in moving toward full licensure (2013-2014).	5/1/2013	4/1/2014
10.1.8	Task: Document new teacher needs and create professional development goals and plans for 2013-2014.	8/1/2013	4/13/2014
10.1.9	Task: Provide mentoring/coaching support services to newly licensed and lateral entry B-K teachers based on teachers' assessed needs, including formative observation, feedback, and adjustment of PD goals and plans. (2013-2014)	9/1/2013	5/1/2014
10.1.10	Task: Conduct summary evaluation of participating teachers' practices and document child progress; use results to decide continuing support and/or recommendation for next level of licensure. (2013-2014)	4/1/2014	6/1/2014
10.1.11	Task: Identify and train mentor teachers to work with newly licensed and lateral entry B-K teachers in non-public school settings for 2014-2015.	5/1/2014	8/1/2014
10.1.12	Task: Recruit newly licensed and lateral entry B-K teachers working in non-public school settings interested in moving toward full licensure (2014-2015).	5/1/2014	4/1/2015
10.1.13	Task: Document new teacher needs and create professional development goals and plans for 2014-2015.	8/1/2014	4/13/2015
10.1.14	Task: Provide mentoring/coaching support services to newly licensed and lateral entry B-K teachers based on teachers' assessed needs, including formative observation, feedback, and adjustment of PD goals and plans. (2014-2015)	9/1/2014	5/1/2015
10.1.15	Task: Conduct summary evaluation of participating teachers' practices and document child progress; use results to decide continuing support and/or recommendation for next level of licensure. (2014-2015)	4/1/2014	6/1/2015

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10.1.16	Task: Continue providing support and track progress of participating teachers who have not achieved new licensure level.	8/1/2015	12/1/2015
10.1.17	Task: Prepare summary report of project, including recommendations for ongoing licensure support activities.	10/1/2015	12/1/2015
10.1.18	Milestone: 95% of teachers receiving mentoring support, and working with children with High Needs in non-public school, licensed settings, will achieve the next level of B-K teacher licensure (Lateral entry to SP-I, or SP-I to SP-II).	4/1/2014	12/1/2015
10.2	Activity: Develop and Offer Educator Efficacy (EE) Endorsement	3/1/2012	12/1/2015
10.2.1	Task: Convene statewide Mentoring Initiatives Committee and develop competencies for TA Providers	3/1/2012	12/1/2012
10.2.2	Task: Award contract to Institute.	7/1/2012	9/1/2012
10.2.3	Task: Convene statewide committee of stakeholders to develop qualifications for endorsement.	9/1/2012	2/1/2013
10.2.4	Task: Develop application materials for endorsement.	2/1/2013	3/1/2013
10.2.5	Task: Field test EE Endorsement	3/1/2013	6/1/2013
10.2.6	Task: Advertise the availability of EE Endorsement (2013)	6/1/2013	12/1/2013
10.2.7	Task: Evaluate applications and issue EE Endorsements to eligible applicants (2013)	6/1/2013	12/1/2013
10.2.7.1	Milestone: 50 EE Endorsements issued.	7/1/2013	12/1/2013
10.2.8	Task: Evaluate application and endorsement process and revise as needed.	11/1/2013	12/1/2013
10.2.9	Task: Advertise the availability of EE Endorsement (2014)	1/1/2014	12/1/2014
10.2.10	Task: Evaluate applications and issue EE Endorsements to eligible applicants (2014)	1/1/2014	12/1/2014
10.2.10.1	Milestone: 100 new EE Endorsements issued.	2/1/2014	12/1/2014
10.2.11	Task: Advertise the availability of EE Endorsement (2015)	1/1/2015	12/1/2015
10.2.12	Task: Evaluate applications and issue EE Endorsements to eligible applicants (2015)	1/1/2015	12/1/2015
10.2.13	Milestone: 120 new EE Endorsements issued.	2/1/2015	12/1/2015
10.3	Activity: Offer Early Educator Certification at reduced cost.	6/1/2012	12/1/2015
10.3.1	Task: Award contract to Institute.	7/1/2012	9/1/2012
10.3.2	Task: Advertise availability of reduced-fee Early Educator Certification (Year 1)	8/1/2012	12/1/2012
10.3.3	Task: Issue Early Educator Certifications (Year1)	9/1/2012	12/1/2012
10.3.3.1	Milestone: Award 660 Early Educator Certifications by December 31, 2012.	8/1/2012	12/1/2012
10.3.4	Task: Evaluate recruitment and benefits and revise strategies for Year 2.	11/1/2012	12/1/2012
10.3.5	Task: Advertise availability of reduced-fee Early Educator Certification (Year 2)	1/1/2013	12/1/2013
10.3.6	Task: Issue Early Educator Certifications (Year 2)	1/1/2013	12/1/2013
10.3.7	Task: Evaluate recruitment and benefits and revise strategies for Year 3.	11/1/2013	12/1/2013
10.3.8	Task: Advertise availability of reduced-fee Early Educator Certification (Year 3)	1/1/2014	12/1/2014
10.3.9	Task: Issue Early Educator Certifications (Year 3)	1/1/2014	12/1/2014
10.3.10	Task: Evaluate recruitment and benefits and revise strategies for Year 4.	11/1/2014	12/1/2014
10.3.11	Task: Advertise availability of reduced-fee Early Educator Certification (Year 4)	1/1/2015	12/1/2015
10.3.12	Task: Issue Early Educator Certifications (Year 4)	1/1/2015	12/1/2015
10.3.13	Task: Issue Evaluation Report and Recommendations for future certification efforts.	9/1/2015	12/1/2015

Project #11 Access & Accreditation

Project Goals/Desired Outcomes: Improve the quality of the early childhood workforce by providing supports to community college programs to enhance and strengthen their programs. This project supports the goal: By December 2015, 47% of teachers/lead teachers working with children from birth to five in licensed child care, Head Start and Pre-K settings will have an Associate's degree in early childhood education (or its equivalent) or a Bachelor's degree in child development alone or with a Birth-Kindergarten license (or its equivalent).

Narrative: This project provides support to community college Early Childhood Associate Degree programs who are working toward NAEYC accreditation. The project also provides an innovation fund that community colleges can apply for annually, to develop and implement strategies that expand access and improve student success.

Key Performance Measures: Key Performance Measures D.2.d.1 (number of ECEs in institutions that are aligned with Workforce Knowledge and Competency Framework), and D.2.d.2 (number and percent of ECEs progressing to higher levels of credentials) are addressed in this project.

Selection Criterion Addressed: D.2., Absolute Priority 1

Cross-reference to other projects: This project relates to Professional Development Capacity Building activities in Project 3.

11	Access and Accreditation	8/1/2012	12/1/2015
11.1	Activity: Community College Accreditation (ECADA)	8/1/2012	12/1/2015
11.1.1	Task: Award contract to NCCCS	8/1/2012	10/12/2012
11.1.2	Task: Issue RFP for 2013 ECADA grants to community college early childhood programs and hold information session/writing workshop.	10/12/2012	11/12/2012
11.1.3	Task: Proposals submitted, reviewed, and approved	10/12/2012	12/1/2013
11.1.4	Task: Award grants, assign mentors, and provide TA to grantees.	3/1/2013	11/1/2013

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11.1.5	Task: Grantees prepare deliverables for their accreditation phase.	5/1/2013	11/1/2013
11.1.6	Task: Grantees submit progress reports.	11/1/2013	12/1/2013
11.1.7	Task: Issue RFP for 2014 ECADA grants and provide TA to grant writers as needed.	10/1/2013	11/1/2013
11.1.8	Task: Proposals submitted, reviewed, and approved.	10/1/2013	3/1/2014
11.1.9	Task: Award grants, assign mentors, and provide TA to grantees.	3/1/2014	5/1/2014
11.1.10	Task: Grantees prepare deliverables for their accreditation phase.	5/1/2014	11/1/2015
11.1.11	Task: 2013 and 2014 grantees submit progress reports.	11/1/2014	12/1/2014
11.1.12	Task: Issue RFP for 2015 ECADA grants and provide TA to grant writers as needed.	10/1/2014	11/1/2014
11.1.13	Task: Proposals submitted, reviewed, and approved.	10/1/2014	3/1/2015
11.1.14	Task: Award grants, assign mentors, and provide TA to grantees.	3/1/2015	5/1/2015
11.1.15	Task: Grantees prepare deliverables for their accreditation phase.	5/1/2015	11/1/2015
11.1.16	Task: Grantees from all years submit progress/status reports.	11/1/2015	12/1/2015
11.1.17	Task: Final report summarizing ECADA progress and status of all early childhood programs in the NCCCS, challenges encountered, and successful strategies for achieving accreditation.	11/1/2015	12/1/2015
11.2	Activity: Innovation Fund to Improve Access to Community Colleges	8/1/2012	12/1/2015
11.2.1	Task: Award contract to NCCCS	8/12/2012	10/12/2012
11.2.2	Task: Issue RFP for 2013 Innovation grants to community college early childhood programs and hold information session/writing workshop.	10/12/2012	11/12/2012
11.2.3	Task: Proposals submitted, reviewed, and approved	10/12/2012	3/1/2013
11.2.4	Task: Award grants and provide TA to grantees as needed.	3/1/2013	11/1/2013
11.2.5	Task: Grantees prepare deliverables as defined by terms of award.	5/1/2013	11/1/2013
11.2.6	Task: Grantees submit progress reports.	11/1/2013	12/1/2013
11.2.7	Task: Issue RFP for 2014 Innovation grants and provide TA to grant writers as needed.	10/1/2013	11/1/2013
11.2.8	Task: Proposals submitted, reviewed, and approved.	10/1/2013	3/1/2014
11.2.9	Task: Award grants and provide TA to grantees as needed.	3/1/2014	5/1/2014
11.2.10	Task: Grantees prepare deliverables as defined by terms of award.	5/1/2014	11/1/2015
11.2.11	Task: 2013 and 2014 grantees submit progress reports.	11/1/2014	12/1/2014
11.2.12	Task: Issue RFP for 2015 Innovation grants (if funds remain) and provide TA to grant writers as needed.	10/1/2014	11/1/2014
11.2.13	Task: Proposals submitted, reviewed, and approved.	10/1/2014	3/1/2015
11.2.14	Task: Award grants and provide TA to grantees as needed.	3/1/2015	5/1/2015
11.2.15	Task: Grantees prepare deliverables as defined by terms of award.	5/1/2015	11/1/2015
11.2.16	Task: Grantees from all years submit progress/status reports.	11/1/2015	12/1/2015
11.2.17	Task: Prepare final report.	11/1/2015	12/1/2015

Project #12 Compensation and Retention

Project Goals/Desired Outcomes: Strengthen the early childhood workforce by reducing staff turnover, and increase the education levels of teachers and administrators through supplements and scholarships.

Narrative: The Child Care WAGES[®] activity in the Transformation Zone will provide education based salary supplements to qualified teachers and administrators working in licensed ELD programs. Participants must meet specified educational milestones, and, to incentivize teacher retention, supplements based on half of the annual award are issued after each 6-month period that a participant completes in the same ELD program. The T.E.A.C.H. Early Childhood[®] scholarship activity will provide scholarships to 100 home visitors, coaches, mentors, trainers, and TA specialists; 100 infant-toddler teachers (who will then provide mentoring to other infant-toddler teachers); and 150 ELD program administrators and community-based early childhood leadership staff. In addition, it will provide enhanced scholarships in the Transformation Zone.

Key Performance Measures: Key Performance Measures D.2.d.1 (number of ECEs in institutions that are aligned with Workforce Knowledge and Competency Framework), and D.2.d.2 (number and percent of ECEs progressing to higher levels of credentials) are addressed by this project.

Selection Criterion Addressed: D.2, Absolute Priority 1

Cross-reference to other projects: This project relates to the Transformation Zone activities in Projects 1, 8, & 18

12	Compensation and Retention	9/1/2012	12/1/2015
12.1	Activity: Child Care WAGES [®] in Transformation Zone	9/1/2012	12/1/2015
12.1.1	Task: Award contract to CCSA	10/1/2012	11/1/2012
12.1.2	Task: Send 2012-2013 applications and program information to all licensed settings in Transformation Zone counties.	11/1/2012	3/1/2013
12.1.3	Task: Collect applications, determine initial eligibility and award 2012-2013 supplements on a first come, first served basis.	10/1/2012	12/1/2013
12.1.4	Task: Determine continuing eligibility for 2013 and issue supplements semi-annually.	7/1/2013	12/1/2013
12.1.5	Task: Create 2012-2013 report on education and retention.	11/1/2013	12/1/2013

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12.1.6	Task: Send 2014 applications and program information to all licensed settings in Transformation Zone counties.	1/1/2014	3/1/2014
12.1.7	Task: Collect applications, determine initial eligibility and award 2014 supplements on a first come, first served basis.	1/1/2014	12/1/2014
12.1.8	Task: Determine continuing eligibility for 2014 and issue supplements semi-annually.	7/1/2014	12/1/2014
12.1.9	Task: Create 2014 report on education and retention.	11/1/2014	12/1/2014
12.1.10	Task: Send 2015 applications and program information to all licensed settings in Transformation Zone counties.	1/1/2015	3/1/2015
12.1.11	Task: Collect applications, determine initial eligibility and award 2015 supplements on a first come, first served basis.	1/1/2015	12/1/2015
12.1.12	Task: Determine continuing eligibility for 2015 and issue supplements semi-annually.	7/1/2015	12/1/2015
12.1.13	Task: Create 2015 report on education and retention.	11/1/2015	12/1/2015
12.2	Activity: TEACH Scholarships	8/1/2012	12/1/2015
12.2.1	Task: Award contract to CCSA	8/1/2012	9/1/2012
12.2.2	Task: Develop and implement outreach plan for Early Care and Education Community Specialists (ECECS) Scholarship (for home visitors, TA providers, PD providers, etc.).	9/1/2012	3/1/2013
12.2.3	Task: Award ECECS Scholarship for 2012-2013 and monitor progress of recipients.	9/1/2012	12/1/2013
12.2.4	Task: Award ECECS Scholarship for 2014 and monitor progress of recipients.	1/1/2014	12/1/2014
12.2.5	Task: Award ECECS Scholarship for 2015 and monitor progress of recipients.	1/1/2015	12/1/2015
12.2.6	Milestones: Each year, 90% of ECECS Scholarship Recipients will complete their contract, be retained by their employer, and earn an average of 12 semester hours toward an Associate's or Bachelor's degree.	12/1/2013	12/1/2015
12.2.7	Task: Advertise, hire, and orient qualified Infant-Toddler Program Specialist to develop and provide coursework for NC-FITC (Foundations of Infant and Toddler Care) Scholarship.	9/1/2012	11/1/2012
12.2.8	Task: Develop requirements and policies, recruit qualified Infant-Toddler teachers, and accept applications for NC-FITC Scholarship.	11/1/2012	1/1/2013
12.2.9	Task: Select teachers, award NC-FITC Scholarships, and orient recipients to expectations.	2/1/2013	4/1/2013
12.2.10	Task: Develop and deliver FITC coursework to scholarship recipients.	1/1/2013	6/1/2014
12.2.11	Task: NC-FITC Scholarship recipients receive TA and mentor other IT teachers (2014 cohort).	1/1/2014	12/1/2014
12.2.12	Task: Track progress of NC-FITC Scholarship recipients (mentors) and mentees toward activity goals (2014 cohort).	9/1/2014	12/1/2014
12.2.13	Task: NC-FITC Scholarship recipients receive TA and mentor other IT teachers (2015 cohort).	1/1/2015	12/1/2015
12.2.14	Task: Track progress of NC-FITC Scholarship recipients (mentors) and mentees toward activity goals (2015 cohort).	9/1/2015	12/1/2015
12.2.15	Task: Develop and implement outreach plan for Master's Degree in Early Childhood Program Leadership and Management Scholarship.	11/1/2013	12/1/2013
12.2.16	Task: Award Master's Scholarship for 2014 and monitor progress of recipients.	1/1/2014	12/1/2014
12.2.17	Task: Award Master's Scholarship for 2015 and monitor progress of recipients.	1/1/2015	12/1/2015
12.2.18	Milestones: In 2014 and 2015, 90% of Master's Scholarship recipients will complete their contract and earn an average of 12 semester hours toward their degree.	12/1/2014	12/1/2015
12.2.19	Task: Develop and implement outreach plan for Enhanced TEACH Scholarship in the Transformation Zone (to pay employer's portion of award as well as standard scholarship).	9/1/2012	12/1/2012
12.2.20	Task: Award Enhanced TEACH Scholarship in the Transformation Zone for 2012-2013 and monitor progress of recipients.	9/1/2012	12/1/2013
12.2.21	Task: Award Enhanced TEACH Scholarship in the Transformation Zone for 2014 and monitor progress of recipients.	1/1/2014	12/1/2014
12.2.22	Task: Award Enhanced TEACH Scholarship in the Transformation Zone for 2015 and monitor progress of recipients.	1/1/2015	12/1/2015
12.2.23	Milestones: Each year, 90% of TEACH Scholarship recipients in the Transformation Zone will complete their contract, be retained by their employer, and earn an average of 12 semester hours toward an Associate's or Bachelor's degree.	12/1/2013	12/1/2015

Project # 13 Cultural Competence Support

Project Goals/Desired Outcomes: Increase cultural competence of the early childhood workforce through the development of curriculum, training, coaching, and assessment tools.

Narrative: The contractor for this project will develop and pilot test a collaborative, interactive curriculum designed to improve the cultural competence of the early care and education workforce as defined by NAEYC's Pathways to Cultural Competence, pilot the curriculum modules with teachers, and technical assistance and professional development providers, across the state, facilitate the development of regional training and TA plans to further develop the cultural competence of the workforce, and provide additional learning opportunities utilizing the new curriculum.

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Key Performance Measures: There are no Key Performance Measures directly addressed by this project.

Selection Criterion Addressed: D.2, Activity 7, Absolute Priority 1

Cross-reference to other projects: Project 8-Enhanced Professional Development

13	Cultural Competence	6/1/2012	12/1/2015
13.1	Activity: Cultural Competence Support	6/1/2012	12/1/2015
13.1.1	Task: Post RFA, review applications, and award contract.	6/1/2012	9/1/2012
13.1.2	Task: Convene Leadership Faculty and develop cultural competence curriculum.	10/1/2012	3/1/2013
13.1.3	Task: Issue participant invitations and select and train coaches and orient participants.	10/1/2012	3/1/2013
13.1.4	Task: Pilot curriculum with collaborative learning teams of coaches and participants; includes 3 institutes and two action periods (coaches support participants implementing Small Tests of Change) between institutes.	3/1/2013	9/1/2014
13.1.5	Task: Technical Assistance (TA) and Professional Development (PD) providers participate in pilot curriculum.	3/1/2013	9/1/2014
13.1.6	Task: Analyze data from institutes and STOC; evaluate and revise curriculum	9/1/2014	12/1/2014
13.1.7	Task: Complete training of TA and PD providers through Cultural Competence Institutes, webinars, online learning, and coaching.	9/1/2014	3/1/2015
13.1.8	Task: Coaches support TA and PD providers to develop regional training and TA plans.	1/1/2015	12/1/2015
13.1.9	Task: Finalize on-going cultural competence training and TA plans for regions.	9/1/2015	12/1/2015
13.1.10	Task: Evaluate, document, and disseminate learnings and changes.	9/1/2015	12/1/2015

Project # 14 Early Childhood Director Leadership Institute

Project Goals/Desired Outcomes: Improve the leadership and program management skills of child care administrators through intensive training.

Narrative: An Early Childhood Director Leadership Institute (ECDL) will be offered to 100 directors across NC. Emphasis will be placed on strengthening the management skills of directors in order for them to successfully operate programs on a daily basis while incorporating the approaches and strategies of leadership.

Key Performance Measures: There are no Key Performance Measures addressed by this project.

Selection Criterion Addressed: D.2, Activity 8. Absolute Priority 1

Cross-reference to other projects:

14	ECDL	8/1/2012	12/1/2015
14.1	Activity: Early Childhood Director Leadership Institute	8/1/2012	12/1/2015
14.1.1	Task: Post RFA, collect applications, and award contract.	8/1/2012	9/1/2012
14.1.2	Task: Develop Leadership Development curriculum, arrange for CEUs	9/1/2012	1/1/2013
14.1.3	Task: Issue invitations for participation, select and orient participants	9/1/2012	1/1/2013
14.1.4	Task: Identify and contract and train coaches and content specialists	9/1/2012	1/1/2013
14.1.5	Task: Participants create a Change Framework for their program with the support of Expert panel and coaches	2/1/2013	4/1/2013
14.1.6	Task: Hold first ECDL Learning Session	9/1/2013	12/1/2013
14.1.7	Task: Hold second ECDL Learning Institute	4/1/2014	6/1/2014
14.1.8	Task: Based on Change Framework and self-assessment using the Program Assessment Scale (PAS), coaches support participants to implement series of Small Tests of Change (STOC)	9/1/2013	1/1/2015
14.1.9	Task: Hold third ECDL Learning Session	9/1/2014	12/1/2014
14.1.10	Task: Evaluate, document, and disseminate learnings and changes	1/1/2015	6/1/2015
14.1.11	Task: Coaches provide additional support for participants as requested	1/1/2014	6/1/2015
14.1.12	Milestone: By December, 2015, 100 directors across NC will have participated in the Early Childhood Director Leadership Institute and will have strengthened their management skills & be better equipped to successfully operate programs on a daily basis while incorporating the approaches and strategies of leadership.	12/1/2013	12/1/2015

Project #15 K-3 Assessment

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Project Goals/Desired Outcomes: This project will support the school success of children by developing and implementing a K-3 Assessment that measures the 5 domains of development (physical health and development, emotional and social development, approaches to play and learning, language and literacy, and general cognition) and is used by teachers to guide instruction. The information will also be helpful in informing our efforts to close the achievement gap. This supports the goal: By December 2015, North Carolina will have a valid, reliable Kindergarten Entry Assessment that has been piloted extensively, is ready to be implemented on a statewide basis, and is entered into the statewide longitudinal data system.

Narrative: North Carolina intends to revise DPI's current K-2 Assessment, broadening the domains measured from two (literacy and math) to the five essential domains of school readiness (physical health and development, emotional and social development, approaches to play and learning, language and communication, and general cognition) and expanding the assessment through third grade. We will also develop professional development supports to help teachers understand a) how to use the tool appropriately and b) how to use the information to adapt instruction. We will establish a K-3 Assessment Task Force to advise us in this work. We will develop/revise items, pilot test the assessment, create and provide professional development, and roll-out the new K-3 Assessment.

Key Performance Measures: There are no Key Performance Measures addressed in this project.

Selection Criterion Addressed: E.1, C.2, Absolute Priority 1, Invitational Priority 4

Cross-reference to other projects: Project 2: Integrated data system

15	K-3 Assessment	9/1/2012	12/1/2015
15.1	Activity: Develop/revise K-3 Assessment	9/1/2012	12/1/2015
15.1.1	Task: Establish K-3 Assessment Task Force (TF) to provide advice about K-3 assessment issues	9/1/2012	12/1/2015
15.1.2	Task: Develop and award contract to revise K-3 assessment	9/12/2012	1/1/2013
15.1.2.1	Milestone: State Board of Education informed of K-3 Assessment & task force; endorse guiding principles and general plan	11/1/2012	12/1/2012
15.1.3	Task: Develop/revise assessment items for literacy/language	9/1/2012	5/1/2015
15.1.4	Task: Develop/revise assessment items for cognition and general knowledge (e.g., math)	10/1/2012	5/1/2015
15.1.5	Task: Develop/revise assessment items for social-emotional development	2/1/2013	5/1/2015
15.1.6	Task: Develop/revise assessment items for health and physical development	4/1/2013	5/1/2015
15.1.7	Task: Develop/revise assessment items for approaches to learning	10/1/2013	5/1/2015
15.1.8	Task: Conduct alignment analysis with ELDS foundations & State Common Core and Essential Standards	1/1/2013	4/1/2015
15.1.9	Task: Engage national experts to review draft items	1/1/2013	4/1/2015
15.1.10	Task: Develop scoring procedures	1/1/2013	5/1/2015
15.1.11	Milestone: Inform State Board of Education of K-3 Assessment revision progress; obtain endorsement	4/1/2014	5/1/2014
15.2	Activity: Pilot testing of the K-3 Assessment	9/1/2013	5/1/2015
15.2.1	Task: Pilot test to examine reliability, validity, feasibility and appropriateness of K-3 Assessment for Children with High Needs	9/1/2013	5/1/2015
15.2.2	Task: Revise assessments and procedures based on findings from pilot tests	12/1/2013	5/1/2015
15.2.3	Milestone: State Board of Education Approval of K-3 Assessment	4/1/2015	5/1/2015
15.3	Activity: Professional Development Plan for K-3 Assessment	7/1/2013	5/1/2015
15.3.1	Task: Develop professional development/ training materials	7/1/2013	5/1/2015
15.3.2	Task: Provide training on K-3 Assessment for participating pilot teachers	8/1/2013	5/1/2015
15.3.3	Task: Develop roll-out plan for PD	1/1/2015	2/1/2015
15.4	Activity: Roll -out and Sustainability	8/1/2014	12/1/2015
15.4.1	Task: Provide training on K-3 Assessment to first round of schools	5/1/2015	8/1/2015
15.4.2	Task: Conduct K-3 Assessment in first round of schools	8/1/2015	12/1/2015
15.4.3	Task: DPI will develop draft Sustainability Plan, coordinated with the larger K-12 RTT grant	8/1/2014	10/1/2014
15.4.4	Task: ECAC provides feedback on draft Sustainability Plan	1/1/2015	3/1/2015
15.4.5	Milestone: State Board Approval of Sustainability Plan	8/1/2015	9/1/2015
15.5	Activity: Using Data to Improve Classroom Instruction	8/1/2012	12/1/2015
15.5.1	Task: Orientation for Principals and DPI staff	8/1/2012	9/1/2012
15.5.2	Task: Hire and train project data collectors	7/1/2012	8/1/2012
15.5.3	Task: Collect data in K-3 classes about teacher-child interaction and children's activities	8/1/2012	11/1/2015
15.5.4	Task: Professional development support for participating schools to help them use data to improve instruction	8/1/2012	12/1/2015

Project #16 Family Engagement

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Project Goals/Desired Outcomes: This project will support the implementation of a common set of TQRIS family engagement program standards, which will foster strong relationships between families and ELD programs to jointly support school readiness for Children with High Needs. It will also stimulate and strengthen cross-sector partnerships among ELD programs by leveraging the family engagement strengths of NC's Head Start programs that will serve as hubs. Early childhood partners will be supported in their endeavor to comply with new TQRIS family engagement policies that will strengthen service delivery and lead to positive parent-child relationships, family well-being, and deeper family connections to communities.

Narrative: NC Head Start grantees will be selected and utilized as "hubs" for coaching and technical assistance on new TQRIS family engagement standards for ELD programs in their service areas. Head Start Family and Community Partnership managers and staff will provide guidance, share information, and demonstrate best practices for supporting school readiness for Children with High Needs based on the Head Start Parent, Family, and Community Framework. Information will be gathered to support continuous quality and to assess the impact of the Head Start Hubs.

Key Performance Measures: There are no Key Performance Measures addressed by this project.

Cross-reference to other projects: NC is in the process of revising its TQRIS. While this revision is not funded under this grant, the revised TQRIS will provide a unified and stronger set of program standards related to family engagement and support.

16	Family Engagement	2/1/2012	12/1/2015
16.1	Activity: Competitive Selection of Head Start Hubs from existing 58 Head Start grantees in NC	2/1/2012	7/1/2013
16.1.1	Task: Construct competitive RFP	2/1/2012	4/1/2012
16.1.2	Task: Release RFP	4/1/2012	5/1/2012
16.1.3	Task: Score RFPs and make initial awards to 8 "hub" sites	5/1/2012	8/1/2012
16.1.4	Task: Revise RFP based on lessons learned from Round 1 and Release RFP for the second round	1/1/2013	4/1/2013
16.1.5	Task: Score RFPs and make second round of awards to additional 11 "hub" sites	4/1/2013	7/1/2013
16.2	Activity: Technical assistance, demonstration, and coaching regarding family engagement strategies provided by Head Start Hub sites to ECE workforce in non-Head Start ELD programs	9/1/2012	12/1/2015
16.2.1	Task: First cohort of "hub" sites operational (e.g., providing TA)	9/1/2012	12/1/2015
16.2.2	Task: Second cohort of "hub" sites operational (e.g., providing TA)	6/1/2013	12/1/2015
16.3	Activity: Formative evaluation of the saturation, intensity, and impact of the Head Start Hubs	11/1/2012	12/1/2015
16.3.1	Task: Gather information to support continuous quality improvement	11/1/2012	12/1/2015

Project # 17 Family Strengthening

Project Goals/Desired Outcomes: Families will improve their parenting skills and ability to access community based services. This project supports the goal: By December 2015, the selected evidence-based or informed intervention activities will produce the intended impacts for participating children with high needs and those who care for them (families, teachers) in the Transformation Zone.

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Narrative: This project will implement NorthEast Connects, a home visiting program, and Triple P, a family strengthening program, in the Transformation Zone.

NorthEast Connects

As part of the Family Strengthening Project, a contract will be developed with the Center for Child and Family Health (Center) for the replication of the evidence-based Durham Connects initiative. Durham Connects is an inexpensive (~\$700 per family), short-term, community-based nurse home visiting program designed to ensure that high need families are enrolled in the services that meet their needs. It provides four to seven nurse intervention contacts to each enrolled family, beginning with a visit during the birthing hospital stay, followed by one to three home visits between three and eight weeks of infancy as well as contact with community service providers as needed. The initiative is designed to ensure that resources are optimally matched with family needs. Approximately six hundred families per year in selected Transformation Zone counties will be served by NorthEast Connects.

The plan for years one and two of the grant includes initial leadership for the project and implementation by the Center for Child and Family Health, with nurses hired by the Center and placed in the Transformation Zone. The NorthEast Connects Program Coordinator will be co-located at the CCFH to learn the model and provide leadership to the local NorthEast Connects projects. Additionally, during this time the Center will develop and implement a transition plan to (1) cross-train the Division of Public Health NorthEast Connects Program Coordinator to assume a leadership role for the project during years three and four of the grant, and (2) identify and develop capacity with a local agency(ies) within the Transformation Zone to be the home(s) of the NorthEast Connects projects.

In years three and four of the grant, (1) leadership from the NorthEast Connects projects will be transferred to the DPH NorthEast Connects Program Coordinator and the Center will move to a more consultative/technical assistance role. In addition, the Center will transfer administration of the local projects to a local agency(ies) within the Transformation Zone.

Triple P (Positive Parenting Program)

As part of the Family Strengthening Project, an RFA will be issued to identify one or more community-based agencies that will implement Triple P (Positive Parenting Program) in one or more of the target counties in the Transformation Zone. Triple P is a multi-level, evidence-based parenting and family support system designed to prevent behavioral, emotional, and developmental problems in children, or halt their progression and reduce their severity. The Triple P system typically operates within a health promotion framework, however, much of the empirical work on Triple P has focused on children with severe conduct problems or with children who are high risk for the development of such problems. Triple P is a program with one of the most evidence to support it; it fits the criteria for dissemination as outlined by the Society for Prevention Research. Triple P has the following overarching goals:

- To promote the independence and health of families through the enhancement of parents' knowledge, skills, confidence, and self-sufficiency;
- To promote the development of non-violent, protective, and nurturing environments for children;
- To promote the development, growth, health, and social competence of young children; and
- To reduce the incidence of child maltreatment and behavioral/emotional problems in childhood and adolescence.

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Key Performance Measures: This project will support Performance Measure C.3.d in the Transformation Zone

Selection Criterion Addressed: C.4, C.3, Absolute Priority 1, Invitational Priority 5

Cross-reference to other projects: Transformation Zone Projects 1 and 18

17	Family Strengthening	7/1/2012	12/1/2015
17.1	Activity: NorthEast Connects	7/1/2012	12/1/2015
17.1.1	Task: Negotiate a contract with Center for Child and Family Health (CCFH) for implementation of NorthEast Connects (a re-application of the Durham Connects model)	7/12/2012	9/1/2012
17.1.2	Task: CCFH hire local NorthEast Connects home visitors and supervisor	9/1/2012	10/1/2012
17.1.3	Task: NorthEast Connect Services begin in Transformation Zone	10/1/2012	12/15/2012
17.1.4	Task: With ELC Transformation Zone team and CCFH, establish expected targets for babies/families served	9/1/2012	10/1/2012
17.1.5	Task: Develop position description and establish position for NorthEast Connects Program Coordinator	4/12/2012	6/12/2012
17.1.6	Task: Post NorthEast Connects Program Coordinator Position	7/12/2012	7/12/2012
17.1.7	Task: Interview and recommend candidate for NorthEast Connects Program Coordinator Position	8/1/2012	8/30/2012
17.1.8	Task: Hire and Orient NorthEast Connects Program Coordinator	9/1/2012	9/1/2012
17.1.9	Task 17.1.10: With the ELC Transformation Zone team, monitor services and provide supports as needed	9/1/2012	12/1/2015
17.2	Activity 17.2: Triple P (Positive Parenting Program)	4/1/2012	12/1/2015
17.2.1	Task 17.2.1. Recruit and hire State Triple P Implementation Specialist	4/1/2012	8/1/2012
17.2.2	Task 17.2.2: Develop a Request for Applications to identify 2-3 counties in Cohort One within the TZ that will implement Triple P.	9/1/2012	10/1/2012

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17.2.3	Task 17.2.3: Send RFA to eligible counties in the TZ.	10/1/2012	10/1/2012
17.2.4	Task: Receive and evaluate applications.	11/1/2012	11/1/2012
17.2.5	Task: Develop contracts or agreement addenda to establish Scope of Work and reimbursement mechanisms.	12/1/2012	12/1/2012
17.2.6	Task: Triple P implementation begins with hiring of a local Triple P Implementation Specialist, the development of a local strategic plan (needs assess, implementation plan, evaluation plan, and sustainability plan.	1/1/2013	3/1/2013
17.2.7	Task: Triple P training begins with selected child serving agencies in Cohort One.	4/13/2012	12/15/2012
17.2.8	Task: Triple P in Cohort One will continue to provide services to the selected counties, in maintenance mode	1/1/2015	12/1/2015
17.2.9	Task: Develop a Request for Applications to identify 2-3 counties in Cohort Two within the TZ that will implement Triple P.	8/1/2013	8/1/2013
17.2.10	Task: Send RFA to eligible counties in the TZ.	9/1/2013	9/1/2013
17.2.11	Task: Receive and evaluate applications.	11/1/2013	12/1/2013
17.2.12	Task: Develop contracts or agreement addenda to establish Scope of Work and reimbursement mechanisms.	12/1/2012	12/1/2012
17.2.13	Task: Triple P implementation begins with hiring of a local Triple P Implementation Specialist, the development of a local strategic plan (needs assess, implementation plan, evaluation plan, and sustainability plan.	1/1/2014	3/1/2014
17.2.14	Task: Triple P training begins with selected child serving agencies in Cohort Two.	4/14/2012	12/1/2015

Project #18 Partnership Initiatives

Project Goals/Desired Outcomes: The activities in this project will strengthen local leadership capacity and increase awareness of early learning and development in the faith community, support Children with High Needs to prepare them for kindergarten, and support the health and behavioral needs for young children in ELD programs. This project supports the following goals: By December 2015, 95% of infants with high needs statewide will receive developmental screenings, 85% of toddlers with high needs statewide will receive developmental screenings, and 75% of preschoolers with high needs statewide will receive developmental screenings. By December 2015, 85% of children with high needs enrolled in ELD programs that are served by Child Care Health Consultants will receive developmental screenings and be referred for additional services, if needed. By December 2015, 75% of children birth to 5 with high needs statewide will participate in ongoing health care and be up-to-date on well-child visits.

Narrative: NCPC will create a Leaders' Collaborative to build the ELD system's capacity to achieve and sustain the RTT-ELC agenda, and will also host a summit for faith leaders around the state to provide an overview of early childhood development and education. Within the Transformation Zone, NCPC will support early literacy programs and implement a team to strengthen community capacity to implement programs successfully. This project will also establish a regional coaching model for Child Care Health Consultation (CCHC) and provide additional CCHCs for ongoing preventative health care. Finally, this project will expand the Assuring Better Health and Child Development (ABCD) model by increasing the number of coordinators and linking with regions of Community Care Network of NC (CCNC).

Key Performance Measures: Key Performance Measure C.3.d (Leveraging existing resources for screening) is addressed by this project. The Leadership Collaborative activities of this project will support our ability to achieve all of the RTT-ELC goals.

Selection Criterion Addressed: A.2, A.3, B.2, C.3, Absolute Priority 1, Invitational Priority 5

Cross-reference to other projects: Project 1 Transformation Zone activities, Project 4-Promoting Participation in the Revised TQRIS

18	Partnership Initiatives		
18.1	Activity: Leaders' Collaborative (LC)	2/1/2012	12/1/2015
18.1.1	Task: Revise LC programming content	2/1/2012	2/1/2012
18.1.2	Task: Develop and release RFA for LC participants	2/1/2012	3/1/2012
18.1.3	Task: Recruit LC participants	3/1/2012	3/1/2012
18.1.4	Task: Select and announce LC participants	3/1/2012	3/1/2012
18.1.5	Task: Identify and select project resources	3/1/2012	5/1/2012
18.1.6	Task: Advertise and hire On-line Learning Community Manager	3/1/2012	5/1/2012
18.1.7	Task: Provide orientation and training for On-line Learning Community Manager/Leadership Development Specialist	5/1/2012	6/1/2012
18.1.8	Task: Launch and grow online learning community for Leaders' Collaborative cohorts and other RTT-ELC stakeholders	8/1/2012	12/1/2015
18.1.9	Task: Execute LC Cohort #1 learning sessions	5/1/2012	1/1/2013
18.1.10	Task: LC Cohort #1 members participate in Community of Practice Training, and Leading for Equity Training. Equity Retreats held in local communities.	6/1/2012	10/1/2012
18.1.11	Task: Development of local Action Plans and MOUs	8/1/2012	1/1/2013
18.1.12	Task: Repeat Tasks 18.1.2 to 18.1.9 for next 3 LC cohorts	2/1/2013	12/1/2015

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18.1.13	Task: Develop evaluation plan	3/1/2012	8/1/2012
18.1.14	Task: Use ongoing observation and data gathering for evaluation and continuous project improvement	5/1/2012	12/1/2015
18.2	Activity: Transformation Zone Implementation Team	12/1/2012	12/15/2012
18.3	Activity: Transformation Zone- Early Literacy	12/1/2012	12/1/2015
18.3.1	Task: Offer stipends to Smart Start Local Partnerships (LPs) for early literacy community planning meetings	12/1/2012	12/1/2013
18.3.2	Task: Develop and release RFA for early literacy mini-grants	9/1/2013	1/1/2014
18.3.3	Task: LPs implement early literacy projects	1/1/2014	12/1/2015
18.3.4	Task: Develop evaluation plan	9/1/2013	1/1/2014
18.3.5	Task: Use ongoing observation and data gathering for evaluation and continuous project improvement	1/1/2014	12/1/2015
18.4	Activity: Faith-Based Engagement	10/1/2012	5/1/2013
18.4.1	Task: Develop agenda for Summit for faith-based leaders	10/1/2012	11/1/2012
18.4.2	Task: Develop content for Summit by developing ad hoc committee of faith leaders and key stakeholders	10/1/2012	1/1/2013
18.4.3	Task: Secure and finalize speakers, and major logistical requirements for Summit	11/1/2012	1/1/2013
18.4.4	Task: Ensure participation of target audience by identifying and inviting participants, and marketing Summit through a variety of formats	1/1/2013	4/1/2013
18.4.5	Task: Host Summit	4/1/2013	4/1/2013
18.4.6	Task: Follow-up with evaluation survey with participants, and create online evaluation process	3/1/2014	5/1/2014
18.5	Activity: Child Care Health Consultation (CCHC)	6/1/2012	12/1/2015
18.5.1	Task: Recruit and hire Project Manager	6/1/2012	11/1/2012
18.5.2	Task: Recruit, hire, and train regional coaches (develop contract with NC Child Care Health and Safety Resource Center (NCCCHSRC))	6/1/2012	1/1/2013
18.5.3	Task: Develop and release RFA, and make selection for LPs in Transformation Zone to hire CCHCs	9/1/2012	1/1/2013
18.5.4	Task: Adopt or adapt coaching model and develop training for CCHCs. Pilot training in Transformation Zone	9/1/2012	7/1/2013
18.5.5	Task: Provide regional trainings for CCHCs in all regions of the state	8/1/2013	12/1/2015
18.5.6	Task: CCHCs in Transformation Zone provide on-site training and TA, and collect and report required data	3/1/2013	12/1/2015
18.6	Activity: Assuring Better Health and Child Development (ABCD) Expansion	9/1/2012	12/1/2015
18.6.1	Task: Develop and release RFA, and make selection for LPs to hire ABCD Coordinators	9/1/2012	12/1/2012
18.6.2	Task: Recruit, hire, and train Project Manager	9/1/2012	1/1/2013
18.6.3	Coordinate initial training for new ABCD Coordinators	12/1/2012	6/1/2013
18.6.4	Task: Recruit and provide incentives to 5 local partnerships that currently fund ABCD projects to expand ABCD services to nearby counties to increase ABCD coverage	9/1/2012	12/1/2015
18.6.5	Task: Initiate and maintain regular meetings between ABCD Coordinators and CCNC Regional Network Quality Improvement Specialists	4/1/2013	12/1/2015
18.6.6	Task: ABCD Coordinators will develop Quality Improvement (QI) plans with CCNC regional network specialists specifying targeted practices and methods for coordinating efforts	6/1/2013	12/1/2015
18.6.7	Task: ABCD Coordinators provide on-site training and TA in accordance with QI plans, and collect and report required data	7/1/2013	12/1/2015