

Race to the Top – Early Learning Challenge (RTT-ELC) Technical Assistance to Applicants

Presentation to States

U.S. Departments of Education and
Health and Human Services

September 13, 2011



Welcome everyone. Thank you so much for joining us and participating in this TA workshop. This workshop is a more in-depth follow-up to the TA webinar we hosted on September 1. These TA events were designed for the people in the States with primary responsibility for completing the Race to the Top – Early Learning Challenge (RTT-ELC) application. We have 44 States, including DC and PR joining us here in DC or throughout the HHS regional offices. Our goal is for you all to walk away understanding what it takes to develop a strong application. We will take as many questions as we can throughout the day and will make it clear how you can get your future questions answered. In addition to representatives from the States, we have members of the interested public and press attending the workshop. We are pleased there is so much interest in RTT-ELC but want to underscore that this workshop is for States, so we ask that members of the State teams participate in the Q and A first – and if we have time after we’ve addressed their questions, we’ll be happy to take some from the public and the press.

Session Outcomes

Applicants will better understand:

- The content of the application including:
 - selection criteria, priorities, requirements, and definitions
- How to develop the budget section
- The reviewer guidelines for scoring applications
- How to submit an application

Also hope to Answer all of the questions we can:

- Technical
- Clarifying
- Logistical

2

9/13/2011

Today we hope to provide information that will help you write high-quality applications. We will provide more details on the content of the notice/application so you have a better understanding of the selection criteria, priorities, definitions, and other requirements. Additionally we want you to walk away understanding the budget section, reviewer guidelines and how to submit an application.

We want to answer all of the questions we can – but remember that we can't answer any questions about the content of your applications, that's up to you! We can, however, answer technical, clarifying, and logistical questions – and if we don't know the answers today, we'll write down the questions and get the answers out as soon as we're able.

Agenda

- 11:00-11:15 Welcome, Introductions, Ground Rules, FAQs
- 11:15-11:30 Big Picture: Interagency Approach, Absolute Priority and Scoring Rubrics
- 11:30-12:30 State's Past Record and Early Learning Reform Agenda: (A)(1), (A)(2), Choosing Focused Investment Areas
- 12:30-1:45 Organizing the State: (A)(3), (A)(4) and Budget
- 1:45-2:30 Lunch on Own
- 2:30-3:30 Tiered Quality Rating and Improvement Systems: (B) and Competitive Preference Priority 2
- 3:30-4:30 Building High Quality: (C)
- 4:30 -4:45 Break
- 4:45-5:25 Building High Quality: (D) and (E)
- 5:25-6:00 Special Populations, Invitational Priorities, Planning Considerations, Program Requirements, Application Submission and Review
- 6:00-6:30 Additional Q&A and Closing

3

9/13/2011

We have a lot of information to cover today.

We will stick to this schedule so please be prompt. Each presenter has built in time for Q&A. During each section we will talk about what's in the notice and application, and then open it up for your questions.

- 11:00-11:15 Welcome, Introductions, Ground Rules, FAQs
- 11:15-11:30 Big Picture: Interagency Approach, Absolute Priority and Scoring Rubrics
- 11:30-12:30 State's Past Record and Early Learning Reform Agenda: (A)(1), (A)(2)
- 12:30-1:45 Organizing the State: (A)(3), (A)(4) and Budget
- 1:45-2:30 Lunch on Own
- 2:30-3:30 Tiered Quality Rating and Improvement Systems: (B) and Competitive Preference Priority 2
- 3:30-4:30 Building High Quality: (C)
- 4:30 -4:45 Break
- 4:45-5:25 Building High Quality: (D) and (E)
- 5:25-6:00 Special Populations, Invitational Priorities, Planning Considerations, Program Requirements, Application Submission and Review
- 6:00-6:30 Other Q&A and Closing

Today's Presenters

- Jacqueline Jones, *Senior Advisor on Early Learning to the Secretary, Office of the Secretary, ED*
- Joan Lombardi, *Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, ACF, HHS*
- Miriam Calderon, *Office of the Assistant Secretary, ACF, HHS*
- Beth Caron, *Office of the Deputy Secretary, ED*
- Richard Gonzales, *Office of the Assistant Secretary, ACF, HHS*
- Steven Hicks, *Office of the Secretary, ED*
- Ngozi Onunaku, *Office of the Assistant Secretary, ACF, HHS*
- Shannon Rudisill, *Office of Child Care, ACF, HHS*
- Yvette Sanchez Fuentes, *Office of Head Start, ACF, HHS*
- Jennifer Tschantz, *Office of the Secretary, ED*

Supporting the presenters—

- Jane Hess, Rachel Peternith, and Daphna Krim, *Office of the General Counsel, ED*
- Joanne Weiss, *Chief of Staff, ED*
- Ruth Ryder, *Office of Special Education Programs, ED*
- George Askew,

As you can see, we have a variety of people from HHS and ED -- all of whom were integral to writing this notice -- here to present this program to you today. In addition to the presenters, we have other federal staff that will support the presenters in responding to your questions.

Ground rules

- Ask your questions as we go!
- Additional questions may be submitted to:
rtt.early.learning.challenge@ed.gov
- Regional Participants: submit questions to designated person in your region
- Time keeping
- Cell phones on vibrate, please
- Today's session will be transcribed and posted to: RTT-ELC Web site <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge>
- FAQs published online on the RTT-ELC Web site

5

9/13/2011

As we just mentioned, we have built time into each section for you all to ask questions. When we open up for questions we will take questions both from the States here in DC and from the States participating via the regional offices. For those of you in the regional offices there is a person designated as the “question collector”. This person will periodically collect questions from the States in your region and then email them to us. We have someone here in DC that will be constantly monitoring the RTT-ELC email inbox. This person will share the questions from the regions. We believe this will be the most efficient way to answer as many questions as possible given our tight agenda.

Additionally, during both lunch and the afternoon break our RTT-ELC team will meet together to discuss any un-answered questions. So if your question has not been answered please write it on a notecard and hand it to one of us or put it in the questions basket and when we re-convene we will try to answer as many questions as we have time for. Again for those of you in the regions, send your questions in via the designated person who will email them to the RTT-ELC mailbox.

Ask questions publicly – not during breaks.

Time is limited, so prioritize your BIG questions.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of Governor, Lead Agency, and Participating State Agencies (PSA)
- Certification from State's attorney general
- Budget spreadsheets
- Focused Investment Area requirements
- High-Quality Plan requirements

Program Requirements:

- Continued participation in specific programs
- Technical Assistance and Evaluation
- Make work available
- Final scopes of work

Eligibility Requirements:

- MOUs with each PSA
- Operational State Advisory Council
- Submitted MIECHV FY10 plan and FY11 application for formula funding

6

Applications will be scored based on:

Priorities:

- Absolute: Promoting School Readiness for Children with High Needs
- Competitive: Including all programs in the Tiered Quality Rating and Improvement System
- Competitive: Kindergarten Entry Assessment
- Invitational*: Sustaining program effects in early elementary
- Invitational*: Encouraging private-sector support

Selection Criteria – Core Areas:

- (A) Successful State Systems
- (B) High-Quality, Accountable Programs

Selection Criteria – Focused Investment Areas:

- (C) Promoting Early Learning and Development Outcomes for Children
- (D) A Great Early Learning Workforce
- (E) Measuring Outcomes and Progress

* Note that invitational priorities are not scored.

This slide should look familiar to you; we used it on the September 1st webinar. We will not be reviewing the slides presented during the webinar and are assuming that most of you were able to participate or had an opportunity to review the slides and/or transcript posted on the RTT-ELC webpage. We did however want to remind you of the different pieces in the notice (outlined on this slide). We also want to remind you that the content in the Notice is same content that appears in the application. But since the application is the document you should be working from, we have provided page numbers on many of the slides to where you can find things in the application.

Defined Terms

Defined Terms are found throughout the NIA and Application and are indicated by capitalization. Frequently used defined terms include:

- Children with High Needs
- Early Childhood Educator
- Early Learning and Development Program
- High-Quality Plan
- State Plan
- Lead Agency
- Participating State Agency

We also wanted to remind you of the importance of defined terms. Here you see a few of the most frequently used defined terms. All defined terms can be found on pages 14-19 of the Application. Critical information is included in the definitions, so please spend time reviewing the definitions and refer back to them as needed. We will highlight a few of these as we go through the presentation today.



Before we dive into the heart of the selection criteria, we wanted to share some big picture thoughts on how to go about developing a strong application.

Developing a Quality Application

- Build on State's previous collaborative work
- Involve all Participating State Agencies
- Address the Absolute Priority
- High Quality Plans
- Ambitious, yet achievable

9

9/13/2011

RTT-ELC is designed to create a tremendous opportunity for States to pull together their various early learning and development programs and supporters, and build a coordinated system – one that aligns resources with policies and increases access to high-quality programs for the children who need them most.

We hope that the process of writing the application will build on the interagency work in your State and that the applications will represent the collective work of State teams. We believe, and as reflected in the notice, an application developed using a collaborative approach and building on existing collaborative work is likely to have greater impact and be more sustainable.

In addition, a quality application has to: address the absolute priority of this competition, include High-Quality Plans that clearly articulate how the work will get done and by whom, and set goals that are ambitious yet achievable.

Let's start our closer look at the application now...

Absolute Priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

important

10

9/13/2011

Priority 1 is the absolute priority. You will NOT write to this priority separately. Rather, the intent of this absolute priority is to act as a check. Here's how it will work: after scoring all of the selection criteria in a State's application, reviewers will reflect back across the entire application to make sure that the State has developed a complete plan that includes all the important pieces needed to move the State forward. So they'll make sure the plan is comprehensive and coherent, that the Participating State Agencies are integrating and aligning resources and policies (that is, getting rid of the silos), that a common TQRIS is being proposed across all programs, and that the State is making strategic improvements in each of the focused investment areas. Be sure that throughout the application you articulate your decisions about what reforms to focus on, that these reforms are within reach, and that they will result in moving your State forward in a way that will have a positive impact.

Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the application has met the absolute priority.

High-Quality Plan

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is feasible and has a high probability of successful implementation and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

In many of the criterion, you may be developing High-Quality Plans. This is a defined term in the application, here you can see the elements that should be in the High-Quality Plans.

High-Quality Plan

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is **feasible and has a high probability of successful implementation** and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to achieve statewide implementation;
- (c) A realistic timeline with key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;
- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

12

9/13/2011

We want to highlight an important phrase in the stem – “any plan...that is feasible and has a high probability of successful implementation”.

In the High-Quality Plan you want to be sure to discuss the specific activities to be implemented and where and how this will ultimately result in statewide implementation, presenting plans that aim high AND are realistic. These High-Quality Plans are the backbone of your application, so take care in developing plans that are truly high-quality.

In the RTT applications we received last year, some States created a standard “template” for a plan that included all of the key components (what you see here as items a-i). They inserted these plans into their narrative responses to relevant selection criterion. Because the plans were consistently structured, reviewers found them easy to understand and assess. We share this in case it’s helpful as you’re thinking about how to present your plans. We encourage you to think about the reviewers as you develop your applications and consider what will be clear and understandable to them.

Ambitious yet achievable

In determining whether a State has ambitious yet achievable goals or targets for a given selection criterion, reviewers will examine the State's goals or targets in the context of the State's plan and the evidence submitted (if any) in support of the plan.

Reviewers will not be looking for any specific targets nor will they necessarily reward higher targets above lower ones with higher scores. Rather, reviewers will reward States for developing goals and targets that, in light of each State's plan and the current context and status of the work in that State, are shown to be "ambitious yet achievable."

This brings us to another important concept – “ambitious yet achievable”. This term is used in the application, both around setting goals (selection criterion (A)(2)) and setting targets (performance measures). We want to underscore that it is important for you to aim high, but do so in a feasible and realistic manner.

Reviewers will make the judgment on whether or not the State has adequately set a high bar and whether or not that high bar is achievable. If you win a grant, you will be held to achieving these targets and goals, another reason to ensure they are achievable.

Scoring Rubrics

- There are two scoring rubrics to guide reviewers when awarding points:
 - The Quality Rubric, which provides guidance on how to allocate points for high-, medium-, and low-quality responses to specified selection criteria; and
 - The Quality and Implementation Rubric, which provides guidance on how to allocate points for selection criteria and competitive preference priority two where reviewers are assessing the quality of both plans and existing implementation

Let's spend some time discussing the scoring rubrics that reviewers will use in awarding points. We have published, and made available to you, all of the scoring guidance that reviewers will get. We are sharing this with you to make the competition judging totally transparent.

We developed two different types of scoring rubrics to guide the reviewers in scoring different "types" of criteria. Some of the criteria require a focus on quality responses only, whereas others require a focus on the quality dimension coupled with an assessment of where a state is with its implementation. Pages 108-109 includes a table outlining which scoring rubric reviewers will use to evaluate each criterion. The purpose of these rubrics are to guide the reviewers when awarding points to each criterion.

Quality Rubric

	Percentage of Available Points Awarded
High-quality response	80-100%
Medium/high-quality response	50-80%
Medium/low-quality response	20-50%
Low-quality response	0-20%

15

(see application p. 109)

9/13/2011

When using the quality rubric, reviewers will use their judgment to determine whether a response is of high, medium, or low quality. We have not defined high, medium, and low quality – although we have, as you know, defined what a High-Quality Plan looks like. Beyond this guidance, reviewers will be called on to use their expertise and judgment.

Quality and Implementation Rubric

	Not or Minimally Implemented	Partially Implemented	Substantially or Fully Implemented
High-quality response	40-60%	60-80%	80-100%
Medium-quality response	1-40%	10-60%	20-80%
Low-quality response	0%	0-10%	0-20%

16

(see application p. 110)

9/13/2011

The quality and implementation rubric will be used when reviewers are evaluating criterion that include plans and/or existing implementation. As you can see, more points are awarded for implementation over plans, however quality is valued more than implementation alone. For example, a reviewer who determines a plan is low quality but fully implemented could only award up to 20% of available points. Whereas a high-quality plan that is not yet implemented could earn between 40-60% of available points. We do not define the levels of implementation (“minimally” “partially” “substantially” or “fully”). Again, we rely on our reviewers’ judgment.

Peer Reviewers

- Background
- Selection
- Training

Just a quick note about the peer reviewers. We are currently in the process of identifying a pool of high quality reviewers for the RTT-ELC competition. We will use independent peer reviewers chosen from a pool of qualified educators, scholars, and other individuals knowledgeable in early learning and development. We will thoroughly screen all reviewers for conflicts of interest to ensure a fair and competitive review process. Reviewers will participate in intensive training, similar to this TA workshop, to ensure they understand the notice and the review guidelines. We will be sharing a bit more information about the review process later on.

State's Past Record and Early Learning Reform Agenda

18

Now let's dive into the heart of the application – the selection criteria.

State's Past Record and Early Learning Reform Agenda

- (A)(1) Demonstrating past commitment to early learning and development.
- (A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.

We'll start with (A)(1) and (A)(2). (A)(1) provides a place for applicants to highlight their past accomplishments and commitment, and based on that, build a reform agenda and goals that are articulated in (A)(2).

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

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

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

20

9/13/2011

Here is selection criterion (A)(1). As you can see, it's worth up to 20 points.

The idea here is to explain what your state has done to-date in early learning and development— both to demonstrate the state's track record of commitment AND to explain in some detail what the "starting point" looks like in your state. Many of the other selection criteria take off from where you are today – so explaining that clearly here is important.

We ask you to describe:

- Your state's financial investments in early learning and development over the past 5 years
- How many Children with High Needs have had access to programs over the past 5 years
- What the legislative and policy landscape looks like
- And the current status of your work across all of the building blocks of an early learning and development system.

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

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

- (a) Financial in
Development P
size of the State
- (b) Increasing,
Needs participa
- (c) Existing ear
- (d) Current sta
learning and de
Standards, Com
engagement str
Entry Assessme
- Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA*.
Note*: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

21

(see application p. 15)

9/13/2011

Please note there are several defined terms in this criterion. The definition of Early Learning and Development Program is important to review.

This is a very broad definition – it includes all of your child care, state-funded preschool, IDEA funded programs, and Head Start programs, of course. In (d) you'll see that it also includes any non-relative child care provider who regularly cares for two or more unrelated children for a fee in a provider setting.

Please note that it may not be appropriate for programs that provide services in a child's home to participate in the TQRIS, however such programs are still considered early learning and development programs since they can participate in other aspects of the State Plan.

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

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

- (a) Financial in
- Development P
- size of the State
- (b) Increasing,
- Needs participa
- (c) Existing ear
- (d) Current sta
- learning and de
- Standards, Com

Children with High Needs means children from birth through kindergarten entry who are from **Low-Income** families or otherwise in need of special assistance and support, including children who have **disabilities** or developmental delays; who are **English learners**; who reside on **“Indian lands”** as that term is defined by section 8013(6) of the ESEA; who are **migrant, homeless, or in foster care**; and other children as identified by the State.

engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Another important defined term is Children with High Needs. Please note that certain groups of young children must be considered as children with high needs, but that States have the flexibility to identify and include other groups, such as large immigrant or minority populations that may deserve special attention. These are children who may require additional support to be successful.

(A)(1) Evidence

evidence →

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).

Etc

23 (See application pp. 26-38) 9/13/2011

The specific evidence requested for (A)(1) is extensive. The list on this slide shows just a few of the requested items. On pp. 26-38 in the application, there is a full list of evidence for (A)(1).

The majority of evidence requested is in the form of background data tables and status tables. We'll talk more about these in a minute.

Note that for two pieces of evidence in (A)(1) we did not provide a table:

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.

For these, you can create your own tables or address the evidence in your narrative response to this criterion – whatever you think will be helpful and understandable to the reviewers.

(A)(1) Tables

- There are 13 tables to fill out in (A)(1)
- We include tables in the application for two reasons:
 - Clear to applicants what data they need to provide
 - Assists reviewers
- Don't feel constrained by the tables, provide the requested information but also feel free to provide additional information if it is helpful
- Tables aren't everything - Remember to write a strong narrative and refer back to the criterion to make sure you are fully addressing it.

24

(see application pp. 28-38)

9/13/2011

There are 13 tables to fill out in (A)(1).

Some of these tables are requesting background data to provide context.

Others provide specific information on where a State is with regards to a particular component area.

We include tables in the Application for two reasons:

- First, it makes it clear to States what information they need to provide.
- Second, it helps reviewers to see this information displayed consistently and clearly across all applications.

You will probably also want to provide some explanation of what is in your tables in your narrative section as well.

Table (A)(1)-4

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				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start					
State-funded preschool					
<i>Specify:</i>					
State contributions to IDEA Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF					
State match to CCDF					
<i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>					
TANF spending on Early Learning and Development Programs					
Other State contributions					
<i>Specify:</i>					
Other State contributions					
<i>Specify:</i>					
Total State contributions:					
<i>[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date. Include 2011 if data are available.]</i>					

25

We want to highlight a few of the evidence tables from (A)(1). Here is one that we've already received some questions on – Table (A)(1)-4 on pp. 30-31 of the application.

The purpose of this particular table is to provide background data about the State's financial commitment to early learning and development programs over the past 5 years. An applicant would fill in the table and then discuss the data in the narrative as it relates to responding to the criterion.

For fiscal years 2007 -2010 States should report expenditures; for 2011, States should report appropriations. States should use the bottom row for explanations.

For the two items related to CCDF ("Total State contributions to CCDF" and "State match to CCDF"), the State should include any funding that the State counts towards CCDF State Match and Maintenance of Effort (MOE) requirements under Federal rules, including local public funding or private donated funding. Additionally States should include CCDF funding for children of all ages, including school-age children. States may not have the ability to report funding by age, therefore we are asking for the total CCDF funding in this table. (However, please note that in Table (A)(1)-5, States are asked to report the number of children from birth to kindergarten entry that participate in programs receiving CCDF funds).

For the item related to TANF ("TANF spending on Early Learning and Development Programs"), this amount should include any Federal or State TANF spending for child care or early learning and development programs. This includes TANF transfers to CCDF as well as direct TANF spending on child care through both assistance and non-assistance.

Table (A)(1)-10

Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	

[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]

26

Here is an example of another (A)(1) table. This one is capturing the status of where the State is with regard to early childhood education workforce credentials. Tables (A)(1) 6-13 all request this type of “where are you today” status information.

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

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

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and
- (c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

Let's walk through criterion (A)(2) before opening up for questions. This criterion is about articulating your reform agenda and goals.

Your answers to (A)(2) will build on the data and narrative you provided in (A)(1).

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

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

- (a) Ambitious yet achievable goals for *improving program quality, improving outcomes for Children with High Needs* statewide, and closing the readiness gap between Children with High Needs and their peers;
- (b) An *overall summary* of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that *establishes a clear and credible path toward achieving these goals*; and
- (c) A specific *rationale* that justifies the *State's choice* to address the selected criteria *in each Focused Investment Area (C), (D), and (E)*, including why these selected criteria will best achieve these goals.

This is the criterion where you lay out the overall argument, or theory of change, for your application. What are you planning to do, why is that the right list for your State, and what difference will it make for children with high needs?

Sub-criterion (a) asks you for your goals, (b) asks you to summarize what you're going to do across all of the plans in your application, and why these constitute an effective – and feasible – reform agenda, and (c) asks you to provide the rationale for which criteria you chose to address in the Focused Investment Areas.

(A)(2) Evidence

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

Here is the specific evidence requested for (A)(2). Note that the State is asked to develop goals around specific areas. Note, too, that there should be direct linkages between the data in tables (A)(1) 6-13 and your decisions about which criteria to address in Focused Investment Areas (C), (D), and (E).

Check-box for Focused Investment Area (C)

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

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

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Under criterion (A)(2) in the application there are check-boxes provided where you will indicate which criterion under Focused Investment Areas (C), (D), and (E) you are addressing.

Here is the check box for Focused Investment Area (C).

State's Past Record and Early Learning Reform Agenda

Application requirement (g)

The State, within each Focused Investment Area, must select and address-

- **Two or more** selection criteria within Focused Investment Area **(C)** Promoting Early Learning and Development Outcomes for Children; and
- **One or more** selection criteria within each of the Focused Investment Areas **(D)** A Great Early Childhood Education Workforce and **(E)** Measuring Outcomes and Progress.

31

(see application p. 93)

9/13/2011

Remember—

States must address all selection criteria in Core Areas (A) and (B).

But you have flexibility about how many and which criteria to address in the Focused Investment Areas.

In section (C), you have to address at least 2 criteria

In sections (D) and (E), you have to address at least 1 criterion in each section (at least 1 in D and at least 1 in E).

In these Focused Investment Areas, the points are spread evenly across the criteria that the State chooses to address, so that States are not advantaged – or disadvantaged – in the competition based on the number of criteria they choose to address.

Organizing People and Resources

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

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

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--
- (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;
 - (2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;
 - (3) The method and process for making different types of decisions (*e.g., policy, operational*) and resolving disputes; and
 - (4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

33

9/13/2011

On the next few slides we are going to walk through the different pieces of (A)(3).

This criterion is all about how all of the different agencies in the State are going to work together.

In sub-criterion (a), we ask you to describe the governance structure you'll use to oversee the grant – the organizational structure, the roles and responsibilities, how decisions will be made, and how stakeholder voices will be heard.

We received a few questions about who must be involved in the planning and implementation of the grant. For instance we have been asked if and how families (in general), as well as representatives of English learner, migrant, tribal, homeless or foster children and families should participate. We leave it up to you to look at the needs and demographics of your State to determine which stakeholders should be included and what their level of involvement will be.

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

The extent to which the applicant demonstrates participation and coordination of early learning and development activities

(a) Demonstrating how the applicant will demonstrate governance structure and decision making, including:

(1) The organization's interagency coordination, if any, and

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

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

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

ish, strong and other early

will identify a plan, streamline efficiency and describing-- based upon existing rules, and commissions,

We want to draw your attention to some defined terms here. "Lead Agency" is a defined term found on p. 17 of the application.

The lead agency is the fiscal agent for the grant – and may have other roles and responsibilities, as defined by the State.

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

The extent to which the State has established or has a High-Quality Plan to establish strong

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies:

(a) the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

the planning and implementation of the activities carried out under the grant;

35

Participating State Agency is another critical defined term. The definition outlines that some agencies are **required** participating agencies while others are not. You should familiarize yourself with this list to make sure that you are not accidentally overlooking relevant agencies.

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

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

- (1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;
- (2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and
- (3) A signature from an authorized representative of each Participating State Agency; and

In (A)(3)(b), applicants demonstrate that the Participating State Agencies (PSAs) are committed to the State's plan, to its governance structure, and to effective implementation. To demonstrate this, each PSA has to complete an MOU or other binding agreement.

To support States in developing their MOUs, we have included in the application a sample MOU (see pages 101-103). You can use and adapt it as you wish. We received a few questions about what happens if an agency is responsible for multiple programs or functions and whether multiple MOUs will be required. An MOU is required for each PSA, and it has to delineate the individual role that that agency will play.

Relevant Eligibility Requirements

- (a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable—
- (1) A set of statewide Early Learning and Development Standards;
 - (2) A set of statewide Program Standards;
 - (3) A statewide Tiered Quality Rating and Improvement System; and
 - (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

37

9/13/2011

Before we go on to the rest of (A)(3), let's pause and talk more about these MOUs.

First, there is an Eligibility Requirement related to MOUs (see p. 24 of the application). In order to be eligible to compete, your application has to include an MOU or binding agreement that has been executed between the Lead Agency and each Participating State Agency. If any agency that meets the definition of a Participating State Agency has not executed an MOU, your application will be removed from the competition.

In addition, the MOU that's executed must include an agreement to use (to the extent applicable) a common, statewide:

--set of early learning and development standards

--program standards

--tiered QRIS, and

--workforce knowledge and competency framework and progression of credentials.

If, in their MOUs, PSAs do not agree to using common standards and systems, your application will be removed from the competition.

Before assigning your applications to peer reviewers, HHS and ED staff will look at your applications to make sure they have these elements.

Relevant Eligibility Requirements

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency

38

(see application p. 24)

9/13/2011

To help ED and HHS with the eligibility assessment, we ask you to fill out this table (it's in the eligibility section of the application). Please name each participating agency in your state, then identify where in your application the corresponding MOU can be found (this is likely to be in an appendix). Finally complete the last column to indicate which funds and programs are administered by that agency.

Relevant Application Requirements

(d) The state must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have **up to 90 days** to complete final scopes of work for each Participating State Agency. See section (k) of the Program Requirement, section XI in this application.)

There's also an application requirement (see page 92 of the application) that explains something important about the MOU. One component of the MOU is the "scope of work." This section of the MOU describes what portions of the State Plan the PSA is implementing. Because it may take some time to work through all of the details around this, PSAs may submit preliminary scopes of work with their MOUs in their application. Then...if the State is awarded an RTT-ELC grant...it will have up to 90 days to work with its PSAs to finalize their scopes of work.

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

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

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

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

40

9/13/2011

Okay...back to selection criterion (A)(3). The last part of this criterion, (c), asks about stakeholder commitment to the State's plans and goals.

In part 1, we ask specifically about the support the State has from those organizations that provide assistance to groups of affiliated programs. These organizations are likely to be critical to implementation of the State's plan, so demonstrations of their support are called out separately.

In part 2, we ask about broader support from all kinds of stakeholders across the State.

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

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

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

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

41

Let's talk for a moment about the defined term, "Early Learning Intermediary Organization" in part 1. These are organizations that represent – or have influence or authority over – networks of programs. We give several examples in the definition, like the Child Care Resource and Referral Agency or state affiliates of large-scale national support organizations. You'll need to list all of the Intermediary Organizations in your state, and indicate which have provided letters of support (which you will need to include in an appendix to your application).

Please note that stakeholder and other letters of support sent to ED or HHS separately from the application will not be considered by the reviewers.

(A)(3) Evidence

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

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.

Table → The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).

- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

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

Table → The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).

- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

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

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

42

9/13/2011

On pages 42 -43 of the application you will see the evidence that is requested for this selection criterion. There are two tables you'll need to fill out.

The first table, (A)(3)-1, asks you to list all Participating State Agencies, together with their roles and responsibilities.

The second table, (A)(3)-2, asks you to list all of the Early Learning Intermediary Organizations in your state, and whether each has provided a letter of intent or support.

You must also include your letters of support in an appendix.

Relevant Eligibility Requirement

- (b) The state must have an operational State Advisory Council on Early Care and Education that meets the requirements of Section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

43

(see application pp. 24-25)

9/13/2011

There's one more Eligibility Requirement that's worth discussing because we received several questions about it. On p. 24 of your application, you will see that to be eligible to receive funds under the RTT-ELC competition, the State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act. This means that the State Advisory Council must be designated or established by the Governor, include the required membership, and carry out the required activities described in section 642B(b) of the Head Start Act.

However, the State does not have to be a current recipient of Federal ARRA State Advisory Council funds to qualify, but must meet all of the requirements of section 642(b) of the Head Start Act.

We received a few questions about whether those states that do not have federal funds supporting their state early childhood advisory councils are eligible. Again, the answer is yes. You are eligible provided these three requirements are met: governor designation or establishment of the SAC, required membership, required activities.

On p. 25 we ask you to check a box to certify if in fact your state has an operational State Advisory Council that meets these three requirements. Again, the Departments (not reviewers) determine whether or not the state has met this eligibility requirement.

Budget Overview

- Criterion and Evidence
- Budget Tables
- Worksheets
- Relevant Application Requirements

Now we will turn our attention to the budget.

Please remember there are budget caps for States (application, p. 75). We will not consider funding an application with a proposed budget that exceeds the applicable cap set for that State.

The entire award amount , for example \$50 million, is for all four years of the state's plan. The state may choose to propose different amounts in each of its annual budgets based upon its need (e.g. higher initial start-up costs in year 1); it need not divide evenly across the four years (e.g. \$12.5million/year).

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

The extent to which the State Plan--

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

45

9/13/2011

Now for Criterion (A)(4) – there are three parts to this criterion – using existing funds, budgeting for the activities of the State Plan, and demonstrating sustainability after the grant ends.

Subcriterion (a) is about using existing funds to further the State plan activities.

Remember, an objective of RTT-ELC is to align and coordinate resources – across the state’s agencies and programs – in order to provide more access to high-quality early learning and development options for children in need. So here, we ask you to look across all of your existing funds, and describe how you will repurpose, reallocate, and use these to further your State’s RTT-ELC plan.

(We will go over all three sections of the criterion and then address the evidence for each separately).

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

The extent to which the State Plan–

- (b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--
 - (1) Is **adequate** to support the activities described in the State Plan;
 - (2) Includes costs that are **reasonable and necessary** in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
 - (3) Details the **amount of funds budgeted** for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

46

9/13/2011

Subcriterion (b) is your budget for how you'll use the RTT-ELC grant to accomplish the goals you lay out in your State Plan. Reviewers will be looking at your budget to see if you've detailed your planned expenditures – and tied them back to the activities in your plan – in ways that are adequate, reasonable, and necessary to achieve the outcomes you have identified in your plan.

The budget forms require you to include details about how you are allocating grant funds to PSAs – and how the PSAs' work, under this grant, ties to projects and activities that will “add up” to the State accomplishing its objectives and achieving its outcomes.

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

The extent to which the State Plan—

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

Subcriterion (c) asks you to describe how the work the State undertakes in this grant will be sustained after the grant period has ended. We have not provided any budget forms for this section, because how each State chooses to address sustainability could be different. Address your approach to sustainability in the narrative box that follows criterion (A)(4), and feel free to include any tables or graphs that you need to explain your response to reviewers.

(A)(4)(a) Evidence

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

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<Source 1>					
<Source 2>					
<Source 3>					
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>					

The evidence for (A)(4)(a) includes a completed table that lists the **existing funds** by source that will be used to achieve the outcomes in the State Plan. In this table, applicants should include all existing Federal, state, private and local funds that they will be leveraging in support of their state plan. These are funding sources beyond the budget that comes from the RTT-ELC grant.

This is a table that you may want to modify by adding additional rows as needed. You may also want to include notes in the bottom row to explain anything that you think will be helpful to the reviewers. Fill in each source of funding for each year of the grant.

You must also describe in the narrative section how these funds will be used for the activities and services that are proposed in the State Plan.

(A)(4)(b) Evidence

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

The evidence for (A)(4)(b) is the completed budget tables included in Section 8 of the application (pp. 75-91), as well as budget narratives that accompany each of these budget tables. We provided budget spreadsheets in an Excel format to make this easier. I'll talk about these in a moment.

The Parts of the Budget

1. Overall Budget Summary Tables

- a. By budget category
- b. By Participating State Agency
- c. By project
- d. Overall Narrative: Overview of how the budget has been organized across PSAs and into projects

1. Budgets for each Participating State Agency:

Complete
First

- a. Tables: Budget for each PSA, by category
- b. Narrative: Backup detail for each category in each project budget

50

(See application p. 76-91)

9/13/2011

First, let's look at the different parts of the budget.

There are overall budget tables that summarize how you are planning to use your budget to implement your State Plan. We ask you to prepare three different views of your overall budget. Note that EACH of these views adds up to the total budget. That is, these are three different ways of looking at the SAME NUMBERS. We ask you to show the reviewers your budget:

- by budget category (how much of your grant, overall, you plan to spend on personnel, travel, etc.)
- by Participating State Agency (how the funds are going to be allocated to the agencies responsible for doing or administering the work)
- and by project (how the funds are being allocated to completing the activities in your work plans).

You'll develop these three views by preparing detailed budgets for each PSA that has budgetary responsibilities. By completing the PSA tables first, using the Excel Workbook provided, the formulas that are embedded will automatically roll up the information from each PSA's tables into the summary tables.

Before we look at these tables let us mention the narratives. There is an overall narrative and a narrative for each PSA. This is where you connect the dots for reviewers – between the numbers in your budget, and the activities in your application.

-- In the overall narrative, you describe how the budgetary and project responsibilities are being divvied up across your PSAs. This is where you'll list the projects you're proposing, and describe how all of them, when taken together, will lead to full implementation of the plan. Finally, you'll describe how each project will be organized and managed.

--What is a "project"? It is a set of activities that are tied to one or more of the selection criteria workplans. In many cases, one selection criterion will be one project. For example, you might have one project about developing early learning and development standards (criterion (C)(1)). This project might involve multiple PSAs. In other cases, you might group a couple of selection criteria into one project (for example, some of the TQRIS work in criteria (B)(3) and (B)(4) might be organized into one project). You can organize your projects, from a budget standpoint, in whatever way works best for your plan – just be sure to make it clear to reviewers how it DOES connect to your plan!

--You will also write a narrative for each PSA's budgets. Here, you will describe how the agency will manage the funds and accomplish the work that has been assigned to it. (This work, of course, should match what has been outlined in that agency's MOU.) The PSA-level budget is where you'll provide a detailed explanation of how funds will be used in each of the budget categories. Needless to say, we expect that each PSA will be deeply engaged in completing the State's application.

Budget Table II-1: Participating State Agency Budget

Complete one table and one narrative for each PSA

Budget uses

Other contracts

Indirect costs

Funds for local implementation

Total funds requested

Funds from other sources

51

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

Okay...now let's look at the budget information requested of PSAs. You'll find this Table II-1 on p. 84-85 of the application. Remember...you'll complete a table like this for EACH participating state agency that has budgetary responsibilities.

A few things to point out here:

- You need to put the requested funds into appropriate budget categories.
- You can include indirect costs, in accordance with your current approved indirect cost rate. (See ICR form in the application).
- This is also where you will report the amount of funds that the PSA plans to distribute to localities, intermediary organizations, and participating programs. You can distribute funds to these entities through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. Subgranting is not allowable under this program.
- All other contracts that aren't going to these entities should be entered into line 6.
- If there are funds from other sources that are being used by the PSA, that information is included on line 14, below the total grant funds requested. (These can be Federal, State, local or private funds used to support the State Plan).

Budget Table II-2: Participating State Agency Budget by Project

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Participating State Agency Name>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<Project 1>					
<Project 2>					
<Project 3>					
Total Budget					

52

(See application p. 82)

9/13/2011

Each PSA is also expected to look across its total budget and estimate how much of its funding is being allocated to each of the projects in which the PSA is involved. Since PSAs will have to keep records of how they allocate funds across projects during the grant period, it is important to ensure that the PSAs think through, at the front end of the process, how their use of funds will add up to all activities being completed.

(A)(4) Budget Spreadsheets

- Excel workbook available on RTT-ELC Web page
- Spreadsheets in the workbook help States produce the tables required in the Budget Section
- Workbook include spreadsheets (tabs) for up to 10 Participating State Agencies and 15 Projects
- Step by Step instructions are included in the workbook – in Tab1, including how to complete the spreadsheets and how to copy the completed spreadsheets into the application itself
- Submit the entire Excel workbook along with your application on the CD/DVD that you submit

53

9/13/2011

As we mentioned, we have created a Excel budget workbook for you, and we strongly encourage you to use it. These worksheets should simplify your task – they include formulas that will automatically roll up the information from the individual PSA tables into the required summary tables. And using the workbook should help with the accuracy of your budgets; we have limited time for budget negotiations with winning states before the Dec 31st deadline, and if budget tables don't foot-and-tie properly, we will have to do a good deal of back and forth with you to resolve the issues before we can make the awards.

Once you have completed all your tables and rolled everything up, you should follow the instructions in the workbook to copy each required table--in its entirety--into the Budget Section of your application.

We just want to point out that while we have provided worksheets in the budget workbook for 10 Participating State Agencies and 15 projects, you may not need this many. Just use whatever number you need to complete your budgets.

One more note. These electronic budget spreadsheets will be used by the Departments for budget reviews. However, reviewers will not judge or score your electronic workbook. The reviewers will read and score your response to (A)(4)(b), including the tables and narratives you provide in Section 8 (VIII) of the application. So be sure you copy all of the tables into the application!

Relevant Program Requirements

- (b) The State is prohibited from spending funds from the grant on the direct delivery of health services.
- (c) The State must participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees in order to share effective program practices and solutions and collaboratively solve problems, and must set aside **at least \$400,000** from its grant funds for this purpose.

54

(See application p. 95)

9/13/2011

Now, before we move off the budget section, we just want to alert you to some relevant program requirements that have implications for your budget planning.

We want you to note that there is a program requirement (g) that says you can not use grant funds to provide direct health services.

And Program Requirement (c) says that you must set aside \$400,000 for TA that is sponsored by ED and HHS. This set-aside will cover costs associated with your State staff attending TA activities that are facilitated by ED and HHS. Our goal is to share effective program practices and solutions and collaboratively solve problems, and we will be setting up TA events to do that.

We suggest that you spread this \$400,000 evenly across the four years of the grant. There is a separate line in the budget for TA set aside. You may either allocate the funds, on a pro-rated basis, to each PSA. Or you may put all of the funds in the Lead Agency's budget...and the Lead Agency can then fund all TA participation.

Lunch Break

We will resume promptly at 2:30

Tiered Quality Rating And Improvement Systems

56

Before getting started on the TQRIS we will spend 10 minutes on questions you have that haven't yet been answered from this morning's presentations.

B. High-Quality, Accountable Programs (75 points)

- (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (10 points)
- (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)
- (B)(3) Rating and monitoring Early Learning and Development Programs (15 points)
- (B)(4) Promoting access to high-quality Early learning and Development Programs for Children with High Needs (20 points)
- (B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems (15 points)

Section (B) is about how a tiered QRIS will be developed across all of the State's agencies and programs, with a goal of having common quality definitions and metrics used statewide. States must address all 5 of the criteria in this section.

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to **evaluate the quality** of an Early Learning and Development Program and to **support program improvement**. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

58

9/13/2011

Before we discuss the Section (B) selection criteria in detail, we want to walk you through the definition of Tiered Quality Rating and Improvement System since it is used throughout this section. This definition can be found on p. 19 of the application. The TQRIS is the system a State uses to evaluate the quality of Early Learning and Development Programs and to support program improvement. Remember, the same TQRIS used across all programs statewide.

There are four components of a TQRIS:

1. Tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels;
2. Monitoring to evaluate program quality based on the Program Standards;
3. Supports that help programs reach higher levels of quality; and
4. Program quality ratings that are publically available.

Additionally the TQRIS should include a process for validating the system.

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

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

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

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

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

59

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

(B)(1) is worth up to 10 points and is about establishing common tiered program standards (that is, common across all of the State's Early Learning and Development Programs). These program standards are the basis for your TQRIS and cover the areas that are critical to the quality of early learning and development programs---

- Early Learning and Development Standards that are implemented through activities, interventions, or curricula appropriate for young children, focusing programs on improving the developmental, learning, and social and emotional outcomes of young children;
- A Comprehensive Assessment System that is used to improve instruction and enhance program quality;
- A qualified workforce that improves young children's health, social, emotional and educational outcomes;
- Strategies that are successful at engaging families in supporting their children's development and learning;
- Health promotion practices that include health and safety requirements, developmental screenings, and promotion of physical activity and healthy eating habits
- Effective data practices that include using data to guide program instruction and program improvement.

You'll find the definition of Program Standards on p. 18 of the application. Also note that there are several defined terms (such as Early Learning and Development Standards) used within the definition of Program Standards. You'll want to become familiar with these embedded defined terms as well.

(B)(1) also asks you to show that the TQRIS based on these Program Standards is (or will be):

- clear and measurable,
- meaningfully differentiates levels of program quality,
- reflects high expectations of program excellence (consistent with nationally recognized standards), and
- links to the State's licensing system.

(B)(1) Evidence

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

Here is the required evidence for (B)(1). Under the second bullet we are requesting that you submit a copy of the program standards if your State already has them, along with supporting documentation.

We want to clarify that the reviewers will not directly review and evaluate the standards, rather they will rely on the evidence you submit to understand the standards. Reviewers may refer to the actual Program Standards as needed to confirm the information provided in the documentation.

Table (B)(1) - 1

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

61

Another piece of evidence for (B)(1) is filling out Table (B)(1)-1. Similar to the status tables in (A)(2), the purpose of Table (B)(1)-1 is to capture where your State is relative to program standards so that reviewers can better understand where your State is starting, and where it wants to go.

(B)(2) Criterion - Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)

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

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

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

(continued)

62

9/13/2011

Moving on to criterion for (B)(2), which is worth up to 15 points. (B)(2) is about maximizing the participation in the TQRIS among Early Learning and Development Programs in the State. Applicants need to discuss their approach to reaching a goal of having all publicly funded programs in the TQRIS including those funded by the State, Head Start, IDEA, Title I, and CCDF.

As noted earlier for programs that provide services to some children only in the home (Early Head Start and Part C of IDEA), participation in the TQRIS may not be appropriate. However, center-based Early Head Start and Part C programs may appropriately be included in the TQRIS.

Under (B)(2) you also want to explain your approach to helping families afford high-quality child care and how you plan to maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs.

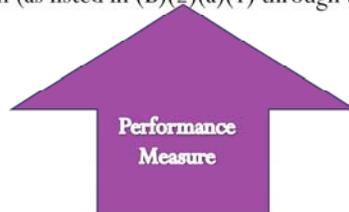
(continued next slide)

(B)(2) Criterion - Promoting participation in the State's Tiered Quality Rating and Improvement System (15 points)

(continued)

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

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



63

9/13/2011

Please note that there is a performance measure under (B)(2), identified by the phrase “setting ambitious yet achievable targets.”

For this performance measure you are asked to set targets for number and percentage of programs that will participate in your TQRIS by the different types of programs in your State.

About Performance Measures

- Performance measures include goals and annual targets, baseline data, and other information.
- Where performance measures are required, tables are provided in the application.
- In addition, the State may provide additional performance measures, baseline data, and targets for any criterion it chooses.
- Reviewers will consider, as part of their evaluations of the State's application, the extent to which the State has set ambitious yet achievable annual targets for the performance measures in support of the State's plan.
- To minimize burden, performance measures have been requested only where the Departments intend to report nationally on them and for measures that lend themselves to objective and comparable data gathering.

64

9/13/2011

We shared this slide on the webinar but it is worth repeating. Performance measures include goals and annual targets, baseline data, and other information. Where performance measures are required, we have put tables right into the application. They come just after the narrative.

Reviewers will consider, as part of their evaluations, the extent to which the State has set ambitious yet achievable annual targets for the performance measures. What does this mean? They'll be looking for how you connect the plan in your narrative with your performance measures.

- Are you being ambitious in what you're attempting to do?
- And are you also being realistic in proposing a plan that you can achieve?
- Have you balanced ambition and achievement thoughtfully and well?

These are the questions reviewers will be asking themselves as they read your responses to plan criteria. To help reinforce the seriousness of these questions, we want to remind you that funding events could be triggered – or delayed or even withheld – based on the State's actual performance against the annual targets you set in your application, so consider them carefully.

Performance Measure (B)(2)(c)

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool											
<i>Specify:</i>											
Early Head Start and Head Start											
Programs funded by IDEA, Part C											
Programs funded by IDEA, Part B, section 619											
Programs funded under Title I of ESEA											
Programs receiving from CCDF funds											
Other											
<i>Describe:</i>											
<p>Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for "ambitious yet achievable" targets. States will report status against these targets in annual reports.</p>											
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p>											

65

9/13/2011

Here is the table we provide for Performance measure (B)(2)(c). Be sure to fill in all of the blank cells in this and all performance measure tables. If you do not have actual baseline data, you can use estimated baseline data but be sure to explain that the data are estimated, and how you did the estimation, in the row on the bottom of the table.

Note on this particular table the column labeled "number of programs in the State." This information will be helpful to the reviewers in understanding the targets you set.

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

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

- (a) Using a valid and reliable **tool for monitoring** such programs, having **trained monitors** whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate **frequency**; and
- (b) Providing **quality rating and licensing information to parents** with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) **publicly available** in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

9/13/2011

66

Criterion (B)(3) is about how the State will rate and monitor program quality. It is worth up to 15 points. Here applicants should discuss their rating and monitoring approach including the tool they will use for monitoring, how they will train the monitors, and the frequency at which programs will be monitored. Additionally applicants will describe how they will make rating and licensing information available to families and to the public. (Let me remind you that one of the budget questions in (A)(4) concerns program sustainability. How this rating and monitoring system will be sustained after the grant ends is a key consideration to keep in mind!)

(B)(3) - No specific evidence or performance measure

(Enter **narrative** here – recommended maximum of five pages)

narrative

67

9/13/2011

For (B)(3) there is no specific evidence and no performance measure, so you just address the criterion through your narrative.

This is a good time to remind you that there is a text box for every criterion and this is where you start typing. Enter your response directly in the Application, which is a standard Microsoft Word document that you can download from the RTT-ELC website: <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge>. Each criterion includes a recommended maximum number of pages. These represent a “best guess” on our part for about how long your response might be. These are not binding limits – but do remember that, from a reviewer’s point of view, clarity matters and brevity will be appreciated.

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

(20 points)

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

- (a) Developing and implementing **policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve** (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);
- (b) Providing **supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs** that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and
- (c) Setting ambitious yet achievable targets for increasing--
 - (1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
 - (2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

68

9/13/2011

(B)(4) focuses on one of the ultimate goals of RTT-ELC---increasing access to high-quality programs for Children with High Needs. It is worth up to 20 points. This criterion focuses on the policies and practices States have or will put in place to support programs to continuously improve. It also asks about the supports States have or will put in place to help working families access higher quality programs that meet their needs.

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

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

- 
- (a) Developing and implementing strategies that provide support and incentives for Early Learning and Development Programs to improve (e.g., through training, technical assistance, financial rewards or incentives, or subsidy reimbursement rates, compensation);
 - (b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and
 - (c) Setting ambitious yet achievable targets for increasing--
 - (1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
 - (2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

There are two performance measures in (B)(4). Let's take a look at the tables for these performance measures.

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

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System					
Number of programs in Tier 1					
Number of programs in Tier 2					
Number of programs in Tier 3					
Number of programs in Tier 4					

fill in all cells that are blank

Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports.

Include a row for each tier in the State’s Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

70

The first performance measure under (B)(4) focuses on increasing the number of Early Learning and Development Programs that are in the top tiers of the TQRIS. States should edit table (B)(4)(c)(1) to reflect the number and names of tiers in their TQRIS – and be sure the ranking of your tiers, from highest to lowest, is clear to reviewers. Also be sure to indicate whether your baseline data are actual or estimated and describe how data were collected. Finally, this chart should include only programs rated under the TQRIS you aspire to use statewide. In your narrative, you may describe how programs participating in your current QRIS will be transitioned to the updated TQRIS, if applicable.

Performance Measure (B)(4)(c)(2)

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target-end of calendar year 2012		Target-end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool											
<i>Specify:</i>											
Early Head Start and Head Start											
Early Learning and Development Programs funded by IDEA, Part C											
Early Learning and Development Programs funded by IDEA, Part B, section 619											
Early Learning and Development Programs funded under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program											
Other											
<i>Describe:</i>											



Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for "ambitious yet achievable" targets. States will report status against these targets in annual reports.

[Please list which tiers the State has included as "top tiers," indicate whether baseline data are actual or estimated, and describe the methodology used to collect the data, including any error or data quality information.]

The second performance measure under (B)(4) is focused on increasing the number of Children with High Needs who are in the highest quality programs. States must define which tiers they consider the "top tiers." Also note that States are asked to report baseline data and set targets by type of Early Learning and Development Programs. Again be sure to indicate whether your baseline data are actual or estimates, and how you arrived at those estimates.

(B)(5) Criterion - Validating the effectiveness of the State Tiered Quality Rating and Improvement System (15 points)

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

- (a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), **whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality**; and
- (b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), **the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.**

The final criterion under B is focused on validating the TQRIS. This one is worth up to 15 points.

States are validating whether the tiers in the TQRIS truly represent differential levels of quality -- and the extent to which changes in quality ratings are connected to improved outcomes for children. States can validate their TQRIS with an independent evaluator and/or as part of a cross-State consortium.

Competitive Preference Priority 2 - Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

- (a) A **licensing and inspection system that covers all programs** that are not otherwise regulated by the State and that **regularly care for two or more unrelated children for a fee in a provider setting**; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and
- (b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

73

9/13/2011

We wanted to close the presentation on TQRIS by walking you through Competitive Preference Priority 2. It is worth mentioning that there are two competitive preference priorities and they are numbered Priority 2 and Priority 3 (this is because the absolute priority is Priority 1). The intent of CPP #2 is to encourage States to bring as many early learning and development programs as possible under licensing and TQRIS quality standards. States can choose to write to this for extra points in the application on pg. 72. It is worth up to 10 points – reviewers will award between 0 and 10 points based on the States response.

The first piece (a) is about bringing programs into the licensing and inspection system. We are specifically encouraging States to bring into licensing programs that regularly care for two or more unrelated children for a fee in a provider setting (that is, not in a child's own home). Please note that if the State currently exempts programs for reasons other than the number of children cared for, we are not asking the State to change those exemptions, and such programs are not counted when we say "all programs."

The second piece (b) is encouraging States to bring all licensed or State-regulated programs into the TQRIS.



Now we will move on to discussing how you will use the Focused Investment Areas (C), (D), and (E) to build high capacity in your state.

Making Linkages – Selection Criterion (B)(1) & Focused Investment Areas

Program Standards described in Selection Criterion (B)(1)



Selection Criteria – Focused Investment Areas:

- (C) Promoting Early Learning and Development Outcomes for Children
- (D) A Great Early Learning Workforce
- (E) Measuring Outcomes and Progress

Before we jump into the specifics of each Focused Investment Area, we want to draw your attention to how these areas fit together with criterion B(1). Criterion B(1) is about having a TQRIS that is based on a set of Tiered Program Standards. These Program Standards will define differentiated levels of quality for your Early Learning and Development Programs. The Program Standards include Early Learning and Development Standards, comprehensive assessment systems, health promotion practices, family engagement, workforce competencies, and effective use of data – all of which are represented in Focused Investment Areas C, D, and E. In these Focused Investment Areas, you have the opportunity to select the areas where your State could most benefit from doing additional work...and you'll earn points for building on the fundamental elements that are the underpinnings of a high-quality TQRIS. States are all in different places with regard to solutions for addressing standards, data, workforce competencies and the like, so the flexibility to address whichever Focused Investment Areas make sense for your State lets you take into account where you are right now and build a plan for those areas in which you think you have a high potential for impact across your State.

(C) Promoting Early Learning and Development Outcomes for Children (60 points)

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High needs to improve school readiness
- (C)(4) Engaging and supporting families

76

9/13/2011

So, the first Focused Investment Area (C) focuses in depth on early learning and development standards, comprehensive assessment systems, health promotion, and family engagement, all of which are elements in the Program Standards. Here you will be choosing at least TWO areas where you want to do additional, in-depth work.

Remember, you provide the rationale in (A)(2) for which criteria in (C) you are choosing to address. The rationale may, for example, be that your State is strong in some areas and therefore you'll focus on others to broaden your impact. Or it may be that your State has a strong foundation in some areas, but you have to go deeper in those areas – take them to a new level – in order to have meaningful impact. Or it may be that some areas are pre-requisites for other work you plan to do, so you have to get those done to enable other activities. There is no right or wrong answer here – but it is incumbent on you to present a compelling rationale for high impact clearly in A2, and then follow that up with action in Sections C (and D and E, which we'll get to in a moment).

Section (C) is worth up to a total of 60 points. The amount of points available for each criterion will depend on the number of criterion you choose to address. If you are writing to 2 criterion in (C) each will be worth up to 30 points; if you are writing to 3 criterion, each will be worth up to 20 points; and if you are writing to all 4 criterion, each will be worth up to 15 points. This ensures that you are incented, not to respond to as many criteria as possible, but rather to respond to the criteria you feel are highest impact for your State. Let's take a closer look at each of the criterion under (C).

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

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

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

77

9/13/2011

Criterion (C)(1) is about building out your Early Learning and Development Standards. If you choose to address this criterion, you'll be asked to describe the Early Learning and Development Standards you are creating or building on. You'll provide evidence that the standards will--

- be developmentally, culturally and linguistically appropriate for all young children, across each age group, including English Learners and children with disabilities;
- cover all the essential domains for learning (I'll walk through these in a moment);
- be aligned with the State's K-3 academic standards;
- be incorporated into other critical components of the State's Early Learning and Development Programs (such as Program Standards and Comprehensive Assessment Systems):

Additionally you'll describe how you'll promote understanding and adoption of the Early Learning and Development Standards across all programs.

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

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

Developmental Programs. Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that--

- (a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- (b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- (c) Cover all Essential Domains of School Readiness; and
- (d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning and Development Standards across Early Learning and Development Programs.

9/13/2011

There are two defined terms in this criterion I'd like to draw your attention to. The first is Early Learning and Development Standards. This definition emphasizes the important aspects outlined in Criterion (C)(1), including that these standards cover children from birth through kindergarten entry; that they need to be developmentally, culturally, and linguistically appropriate; and that they address ALL children (including English learners and children with disabilities).

Standards must also address all Essential Domains of School Readiness – you'll notice (thanks to the initial caps) that this is also a defined term. Let's look at it.

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

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

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

(b) Includes evidence that the State's Early Learning and Development Standards are aligned with the State's **Essential Domains of School Readiness** means the domains of

(c) Includes evidence that the State's Early Learning and Development Standards are incorporated into the State's Comprehensive Assessment System, the State's Early Learning and Development Programs, and the State's Early Learning and Development Programs. language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

(d) The State's Early Learning and Development Programs.

79

9/13/2011

The definition of Essential Domains of School Readiness outlines the areas of development and learning that we know are linked to later school success. We are purposefully encouraging States to move beyond just a focus on literacy and numeracy when it comes to school readiness and include:

- language and literacy development,
- cognition and general knowledge (including math and early scientific development),
- approaches toward learning,
- physical well-being and motor development (including adaptive skills), and
- social and emotional development.

Essential Domains of School Readiness are important to (C)(1) and also in (C)(2) Comprehensive Assessment System and (E)(1) Kindergarten Entry Assessment.

(C)(1) Evidence

To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--

- Proof of use by the types of Early Learning and Development Programs in the State;
- The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
- Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
- Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
- Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards;

80

9/13/2011

For (C)(1) there are several pieces of evidence that you are required to submit if you choose to write to this criterion. Applicants are expected to submit their State Early Learning and Development Standards as part of their response to selection criterion (C)(1). States are also expected to submit documentation that their Early Learning and Development Standards are developmentally, linguistically, and culturally appropriate for all children; address all of the Essential Domains of School Readiness and are of high-quality; and are aligned with the State's K-3 academic standards. Peer reviewers will focus their evaluation on the documentation submitted by the State. Reviewers can refer to the actual Early Learning and Development Standards as needed to confirm the documentation provided. Please note that the Departments will not review or approve the content of States' Early Learning and Development Standards.

Keep in mind the defined terms because reviewers will be looking for the elements of those terms when they review your evidence.

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

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

- (a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;
- (b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- (c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and
- (d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Moving onto (C)(2). States that choose to write to (C)(2) will be focusing on implementing a developmentally appropriate Comprehensive Assessment System (CAS) by working with programs to choose appropriate assessment tools and approaches and to understand the different purposes and uses of components of the CAS.

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

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

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

The notion of a CAS is an important one that we believe will help move the field forward on implementing appropriate assessment in early learning and development programs. The definition articulates that this isn’t about one assessment but is about organizing the various assessments used in early learning and development in manner that provides information about the process and context of young children’s learning and development so that professionals can use this information to make informed decisions. At a minimum the CAS should include screening measures, formative assessments, measures of environmental quality and measures of the quality of adult-child interactions. Please note that each type of assessment is a defined term and should refer to these for more important clarifying information.

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

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

- (a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;
- (b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;
- (c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(continued)

83

Criterion (C)(3) is about identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. If you choose to respond to this selection criterion, you will address four areas in your High-Quality Plan:

- (a) Establishing a progression of health and safety standards, ensuring screening and follow-up, and promoting healthy development across the program Standard levels;

When we talk about "establishing a progression of health and safety standards," we are linking back to the creation of tiered Program Standards in (B)(1). If your State does not have strong standards for health and safety, this criterion gives you the opportunity to develop a detailed work plan to build out such tiered standards.

- (b) Increasing the number of early childhood educators trained and supported in meeting health standards;
- (c) Promoting healthy eating habits, nutrition and physical health; and
- (d) Leveraging existing resources to increase screenings or well-baby and-child services consistent with Child Find.

Note: There is important information in the definition of Program Standards under (e) which describes the expectations for health promotion standards.

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

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

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



84

Note that there is a performance measure for (C)(3) focused on leveraging existing resources in order to increase the number of Children with High Needs in your state who are screened, referred for services, receive follow-up and participate in ongoing well-child care visits. We will look at the table associated with this performance measure in a moment.

(C)(3) Evidence

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

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

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

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

85

(continued)

First let's look at the evidence requested for criterion (C)(3). Applicants that choose to address this criterion are asked to submit their progression of health standards (the extent to which they are already developed) including documentation that the standards appropriately address multiple areas related to healthy children (as outlined in the definition of Program Standards and in purple on this slide).

Applicants are also asked to submit documentation on the numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards; and documentation of resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs, including at a minimum, screening, referral, and follow-up; promoting participation in ongoing health care; promoting healthy eating habits, improved nutrition and increased physical activity (that's from (c)); and promoting health literacy for children and parents.

(continued on the next slide)

(C)(3) Evidence (*continued*)

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

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

Performance Measure (C)(3)(d)

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened					
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
<p>Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for "ambitious yet achievable" targets. States will report status against these targets in annual reports.</p>					
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p>					

87

Here is the table for Performance Measures(C)(3)(d). As with the other performance measures applicants will provide baseline data and set targets. Remember to fill in all of the cells. In the bottom row of the table you should describe the methodology you are using to collect the data or describe your methods for estimating the data if you do not have actual baselines at the time of the application.

(C)(4) Criterion Engaging and supporting families

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;
- (b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and
- (c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

88

9/13/2011

Now onto Criterion (C)(4)---this one is about engaging and supporting families so that Children with High Needs enter school ready to succeed. States that choose to address this criterion are asked to describe their High-Quality Plan for providing information and support to families of Children with High Needs by:

- (a) establishing a progression of standards for family engagement that are culturally and linguistically appropriate;

Here, again, when we talk about "establishing a progression of standards for family engagement," we are linking back to the creation of tiered Program Standards in (B)(1). If your State does not have strong standards for family engagement, this criterion gives you the opportunity to develop a detailed work plan to build out such tiered standards.

- (b) increasing the number of Early Childhood Educators who are trained and supported in implementing those family engagement strategies; and
- (c) promoting family support and engagement across the State, including by leveraging other existing resources.

Note: There is important information in the definition of Program Standards under (d) which describes the expectations for family engagement standards.

(C)(4)(a) Evidence

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit—
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children’s development and learning. A State’s family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children’s education and development.

89

9/13/2011

States that choose to address criterion (C)(4) are asked to submit their progression of family engagement standards (the extent to which they are already developed) including documentation that this progression of standards includes:

--the information outlined in the definition of Program Standards that relate to family engagement (highlighted in purple text in this slide) and

--activities that enhance the capacity of families to support their children’s education and development

(C)(4)(b) and (c) Evidence

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

States that are addressing (C)(4) are also asked to submit:

--documentation on the numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies. (If you do not have these data then you should provide a plan for how you will develop them).

--documentation of existing resources that you are or plan to use to promote family support and engagement statewide.

Break

D. A Great Early Childhood Education Workforce

States must address at least one of the following selection criteria:

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Now let's turn to Section (D) which is about developing and supporting the State's early childhood education workforce. States may choose to work on one or both of these criteria, depending on where you feel in-depth focus can have the highest impact in your State.

D. A Great Early Childhood Education Workforce

States must address at least one of the following selection criteria:

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting **Early Childhood Educators** in improving

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

93

Before we jump into the Criteria under Section (D) we want to walk through the definition of an Early Childhood Educator since this defines the early childhood education workforce that Section (D) focuses on.

The term broadly defines Early Childhood Educator to include the diversity of providers and professionals that work with young children. Reviewers will be evaluated based on the extent to which the system is inclusive of all of the providers and educators in the field.

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

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

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

States that choose to write to criterion (D)(1) will be focusing on developing a common statewide Workforce Knowledge and Competency Framework geared toward improving child outcomes and a common statewide progression of workforce credentials and degrees linked to the Framework. Additionally States are asked to develop a High-Quality plan to engage postsecondary institutions and professional development (PD) providers to align PD available in the State with the Workforce Knowledge and Competency Framework.

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

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

- (a) Develop a common, statewide **Workforce Knowledge and Competency Framework** designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.

95

Clearly the definition of Workforce Knowledge and Competency Framework is an important one to this criterion.

A Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators should know and be able to do. The definition provides minimum characteristics of a Workforce Knowledge and Competency Framework, including that the Framework should:

- be evidence-based;
- incorporate knowledge and application of the State's Early Learning and Development Standards, CASs, child development, health, and culturally and linguistically appropriate strategies for engaging families;
- support mathematics and literacy development in young children;
- incorporate effective use of data for instructional and program improvement purposes;
- include effective behavior management strategies that promote positive social emotional development; and
- include a mechanism for incorporating feedback from early learning and development experts.

(D)(1) Evidence

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

Please keep in mind that this criterion also requires states to submit evidence. The evidence should be described in the narrative by discussing how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers.

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

- The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--
 - (a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;
 - (b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

In Criterion (D)(2), applicants will describe their plans for improving the effectiveness of their early childhood workforce and retaining that workforce. There are four subcriteria under (D)(2) that outline the ways in which applicants should be supporting early childhood educators – access to effective PD, policies and incentives that promote career advancement and (*on the next page*)

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

- (c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and
- (d) Setting ambitious yet achievable targets for--
 - (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
 - (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

98

9/13/2011

...reporting publicly (such as on a website) on the development, advancement and retention of the workforce.

In addition there are performance measures for this criterion.

One asks you to set ambitious yet achievable targets for improving the number of PD providers (whether postsecondary or other organizations) whose programs are aligned with the State's Workforce Knowledge and Competency Framework...and to set targets for the number of ECEs who get credentialed by these "aligned" providers.

The other asks you to set targets for ECEs to progress to higher levels of credentials...that is, to improve their skills and training.

Goals: Baseline data and annual targets

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target - end of calendar year 2015
Total number of "aligned" institutions and providers					
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider					
<p><i>[Please indicate whether baseline data are actual or estimated and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice. If baseline data are not currently available please describe in your High-Quality Plan in your narrative how and when you will have baseline data available.]</i></p>					



Here, you fill in the actual or estimated baseline data in the first column and annual targets in the next four columns. Reviewers will look for "ambitious yet achievable" targets. States will report status against these targets in annual reports.

Here's an example of a performance measure table from criterion (D)(2).

In this table and in the performance measure table for (D) (2)(d)(2) , you will fill in your baseline data in the first column and then your annual targets in the next four columns. All cells that are blank should be filled in.

E. Measuring Outcomes and Progress

States must address at least one of the following selection criteria:

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Section (E) is about measuring progress and outcomes. Here, too, a State may choose to work on one or both of these criteria. The first criterion is about putting a kindergarten entry assessment in place, and if the State writes to this, as you'll remember, it can earn competitive points (more about this in a moment). The second criterion is about having strong, statewide data systems in place.

Section (E) is worth up to 40 points. If you write to one criterion, that criterion is worth up to 40 points and if you write to both (E)(1) and (E)(2) each is worth up to 20 points.

Remember you provide the rationale for which criterion you are choosing to address in (A)(2).

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-agency effort, a common, statewide Kindergarten Entry Assessment that informs instruction.

- Kindergarten Entry Assessment means an assessment that--
- (a) Is aligned to the State’s Essential Domains of School Readiness;
 - (b) Is valid, reliable, and consistent for the target population and purpose for which it will be used;
 - (c) Is administered to children during the first few months of their admission into kindergarten;
 - (d) Covers all Essential Domains of School Readiness;
 - (e) Is used in conformance with the recommendations of the National Research Council reports on early childhood; and
 - (f) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children’s entry into kindergarten.

under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA). 9/13/2011

Criterion (E)(1) is about implementing a common, statewide Kindergarten Entry Assessment that can be used to understand the status of children’s learning and development at kindergarten entry.

Before we go into the criterion in depth, we want to note that Kindergarten Entry Assessment is a defined term. The definition clarifies that the assessment should occur during the first few months of kindergarten, cover all essential domains, and be aligned to your State’s early learning standards. Additionally, the assessment must be valid and reliable for the target population and purpose for which it was designed. The purpose of Kindergarten Entry Assessment should be to inform instruction and inform efforts to close school readiness gaps. Finally, the Kindergarten entry assessment should not be used in a manner that prevents children’s entry into kindergarten.

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

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

- (a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- (b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- (c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- (d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- (e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

It is important to note that States that choose to address this criterion may choose to implement a Kindergarten Entry Assessment independently -- or they may work together in cross-State consortia. Note your approach in your response to this criterion; there is no explicit preference given to working independently vs as part of a consortium, so take whatever approach you feel is the highest quality for your kindergarteners and most effective from a resources stance.

If you are proposing a phased-in implementation, you will want to be thoughtful about which children/districts will implemented by 2014-2015 and why. As part of your response to this criterion – as part of your High-Quality Plan – you will need to articulate your goals, activities, and timeline, including who is assessed and when in order to reach a goal of statewide implementation. We should also note that implementation of a sampling procedure is not prohibited – however, be sure to tie your assessment approach back to how you plan to use your data. For example, if you plan for kindergarten teachers to administer assessments and use the information to guide their instruction, a sampling approach would not be appropriate.

It is also important to note that States are evaluated on the extent to which their Kindergarten Entry Assessment will be funded in significant part with resources other than from this grant. This is because sustainability is a goal of this program – we want to be sure that kindergarten entry assessments are not funded by this grant, administered once or twice, and then abolished. Instead, it would be our hope that States choosing this criterion believe in the value of gathering this data, making it available to researchers over time, and using it to improve the quality of instruction for young children.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

Now let’s look at CPP 3, which is tied to (E)(1) (see the priority on pp. 72-73). Applicants do not “write to” this priority in a separate response. You will note there is not a text box provided for any narrative. Rather, under this Competitive Priority, 10 points can be earned in one of two ways – and you just check a box to tell the reviewers which approach (if any) you are taking:

First, you can provide data in Table (A)(1)-12 that shows that you already have a Kindergarten Entry Assessment in place that meets **all of the elements** in selection criterion (E)(1).

Or, you can write to criterion (E)(1) and earn a score of at least 70% percent of the points available. (Note that the maximum number of available points for (E)(1) is either 20 or 40 depending on whether the applicant addressed one of both of the criteria under (E). So to receive these competitive preference points, you’ll need to receive an average, across the peer reviewers, of 28 of the 40 points if you addressed only (E)(1). Or you’ll need to receive 14 of the 20 points if you addressed both E(1) and (E)(2).)

The 10 points for this competitive priority are earned on an all-or-nothing basis. So if a majority of reviewers determines that the State has met the competitive preference priority, the State will earn 10 points for this priority, otherwise it will earn zero points.

(E)(2) Criterion Building or enhancing an early learning data system to improve instruction, practices, services, and policies

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

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

104

9/13/2011

In Criterion (E)(2) applicants will describe their plans to enhance their Statewide Longitudinal Data System or build or enhance an early learning data system that aligns with their state SLDS and meets the subcriteria outlined in a-e.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the **Statewide Longitudinal Data System**, and that either data system--

(a) Has all of the Essential Data Elements:

(b) Enables u
Participa

(c) Facilitate
standard
Education
types of c

(d) Generate
Learning
continuo

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

As many of you know, several years ago, the Department of Education put forward the 12 “required” elements of a Statewide Longitudinal Data System, or SLDS. Every State now has such a system, typically housed within the State Education Agency. For this criterion, States are encouraged to expand their SLDS...or, if they have a separate early learning data system already in place, to extend that system and connect it with the SLDS.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies

The extent to which
Longitudinal Data S
that aligns and is inte
system--

- (a) Has all of t
- (b) Enables u
- (c) Facilitates
- (d) Generate
- (e) Meets the

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

- (a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);
- (b) A unique statewide Early Childhood Educator identifier;
- (c) A unique program site identifier;
- (d) Child and family demographic information;
- (e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

requirements of Federal, State, and local privacy laws.

In this notice, we move the field of data collection another step forward by defining the elements necessary to broadly support early learning data. We urge you to look at the definition for the Essential Data Elements, and to think about this opportunity for getting a head start on building out strong data systems for your State's youngest learners. Please remember that, as spelled out in program requirement (f), you must always comply with applicable Federal, State, and local privacy laws, including FERPA, HIPPA, IDEA privacy etc.

One question that may arise is what child and demographic data (essential element (d)) should a State include in their early learning data system. This is the State's decision and will depend on how you choose to use the information from your data system.

Special Populations

Including Special Populations

- Consider how will you address the unique needs of special populations of Children with High Needs in your High-Quality Plan
 - *Children with disabilities or developmental delays*
 - *English learners*
 - *Children who reside on Indian lands*
 - *Migrant, foster, and homeless children*
 - *Other children as identified by the State*

Note: a State may decide to address the needs of additional special populations of children beyond those in the definition of Children with High Needs.

108

9/13/2011

One word about how to address the needs of special populations of young children in your State. There is no ONE place in this application where we ask you to talk about how you will address the unique needs of different populations of young children in your State. Rather, we ask you to talk about this EVERYWHERE. So within the definition of a High-Quality Plan (p. 16 of the application), we have included as an element of EVERY plan, that States must describe what they are doing to meet the specific needs of all children.

In Table (A)(1)-2 (pp. 28-29 of the application) you are asked to provide data on some special populations of Children with High Needs in particular. These include children with disabilities or developmental delays, English learners, children who reside on Indian lands, and migrant, foster, and homeless children. But you may add to this table (and others) if you want to draw the reviewers attention to particular groups of children that you are specifically addressing in your State Plan. If you have special populations of children that you consider to be of high need in your State, this is your opportunity to highlight the activities you are outlining to address their unique needs.

The absolute priority of this competition is about improving the quality of programs that serve Children with High Needs in your State and about increasing children's readiness for school. As such, reviewers will evaluate the extent to which your State Plan has a high likelihood of having a positive impact on all of the Children with High Needs in your State, including those from special populations.

Other Considerations

Invitational Priorities

There are two Invitational Priorities in this competition:

- Priority 4 - Sustaining Program Effects in the Early Grades
- Priority 5 – Encouraging Private-Sector Support

States can choose to write to one or both Invitational Priorities.

We want to highlight for you the two invitational priorities within this application. These are described in detail on pages 73 and 74 of the application.

These priorities signal areas of strong importance to both Departments. As such, RTT-ELC grant funds can be used to support the implementation of work related to sustaining program effects in the early elementary grades. In addition, both Secretaries are interested in fostering enhanced private sector support of your States' plans. You will write to these in the narrative sections on pages 73 and 74.

Reviewers may read and consider your responses to the invitational priorities as part of their review of your entire application; however, they will not score the invitational priorities as these do not earn points.

Relevant Program Requirements

- (a) The State must **continue to participate** in the programs authorized under section 619 of part B of **IDEA** and part C of IDEA; in the **CCDF** program; and in the **MIECHV** program for the duration of the grant.
- (j) Funds made available under an RIT-ELC grant must be used to **supplement, not supplant**, any Federal, State, or local funds that, in the absence of the funds awarded under this grant, would be available for increasing access to and improving the quality of Early Learning and Development Programs

Already discussed:

- Set-aside for TA
- 90 days to finalize MOU scopes of work
- Prohibition on funds for delivery of health services
- Complying with privacy laws

111

(See application pp. 95-96)

9/13/2011

After a grant is awarded, these are things you will have to do if you win. This is a partial list. See p. 95-96 of the application for the complete list.

We already discussed a few earlier in the budget section – set aside for TA, the 90 days after the award to finalize the MOU scopes of work for PSAs, and prohibition on funds for delivery of health services, and complying with privacy laws (see application for full list). Two that we want to draw your attention to are a and j. (a) is the requirement that States who receive funds must continue to participate in several other federal programs – IDEA parts c and B, sect 619 , CCDF and the Maternal, Infant and Early Childhood Home visiting program. The other (j) prohibits these funds from being used to supplant other funds.

We also wanted to take this opportunity to remind you that, if you are awarded a grant, you will be held accountable for meeting the goals, timelines, budgets and targets you established in your application. You will need to adhere to a funds drawdown schedule that is tied to meeting these and the Departments will review your performance against these items on a regular basis. States that receive grants may need to make revisions to their plans, but these revisions can't change the overall scope and objectives of the approved proposal.

So develop your workplans and set your targets thoughtfully! Significant changes to a proposal or failure to meet objectives could result in partial or complete termination of a State's grant. States have to inform and seek the prior approval of the Departments on any substantive changes in their approved grant applications, including any expansion of exemptions to licensing programs beyond those that are identified in the State's application.

Planning Considerations

For your immediate consideration:

- Determine Lead Agency and all Participating State Agencies so you can start to—
 - Decide on your core application planning team
 - Start developing MOUs
 - Start developing Participating State Agencies' budgets
- Determine other key groups/coalitions in the State who will be part of your core application planning team

And remember that you'll need to:

- Line up the required signatures before you submit your application
- Line up the certification from the State's Attorney General
- Complete a detailed budget

Just a reminder, if you haven't done so already, you will need to determine quickly which agency in the State will be the Lead Agency – the fiscal agent and the grant lead. You will also need to identify all required Participating State Agencies. This will allow you to start developing the necessary MOUs and budgets with your Participating State Agencies.

You should also be thinking about key groups (like community-based organizations (CBOs), business roundtables, foundations, and others) in the State who will be part of your core application planning team.

Finally, remember to plan time to line up the signatures and certifications you'll need when you submit the application.

Submitting your Application

- Submit a **CD or DVD** that includes:
 - A single file that contains the body of the application, including required budget tables, that has been converted into a .PDF
 - A single file in a .PDF format that contains all of the required signature pages
 - A single file that contains the completed electronic budget spreadsheets
- Submit a **signed original** of Section IV of the application and one copy of that signed original
- Indicate CFDA number 84.412 on the mailing envelope
- Have your application hand delivered or mailed (overnight mail recommended) – note different addresses for hand delivery and overnight mail delivery (see page 112 of the Application)
- Must be *received* (not postmarked!) by 4:30:00 p.m. (Washington, DC time) on **October 19, 2011**...or we cannot accept it!

113

(See application pp. 111-113)

9/13/2011

Quickly, we want to highlight the requirements for submitting your application. These are described in detail on pages 111 to 113 of the application. Remember, you are required to submit your application on a CD or DVD; this will allow you to organize the files clearly and to provide a definitive and unchangeable version. The submission guidelines provided in Section XV of the application are clear – but it’s worth reiterating that we need to receive the application by **October 19 – this is not the date by which your application must be postmarked, it’s the date we must receive it**. For this reason, we recommend that you send your application by overnight mail or hand delivery (though given building security, overnight mail may be easier than hand delivery). Note that there are different addresses for each of these methods of delivery so check the information on page 12 carefully. And please, do NOT send one copy by overnight mail and another by hand delivery.

To help you be sure you’ve gotten all of the pieces done, we’ve also included an application checklist on page 114 of the application. We hope this will be a helpful tool.

Application Review Process

- Independent peer reviewers will be
 - Identified and screened for conflicts of interest
 - Provided the same training on the application
- Reviewers will read and score applications individually
- Panels of five reviewers will come together to discuss and independently score applications
- Reviewer scores will go forward to the Secretaries for final decisions
- Applications, reviewer scores and comments will be posted on the RTT-ELC Web site

114

9/13/2011

We also want you to have a sense of what will happen once we receive your applications.

We are currently in the process of identifying independent peer reviewers with expertise in early learning and development at various levels of the system. Reviewers will be screened for conflicts of interest and will be trained in the selection criteria and priorities (the same material you are all hearing today). They will independently read and score applications and then come on-site in early November to discuss and finalize their scores.

Note: unlike previous Race to the Top competitions, there will not be oral interviews with States in this competition. So once the reviewers complete their work, the scores will go to the Secretaries for final decisions. And also remember that we will be posting all of the applications on our Web site, so please do not include any personally identifiable information in your applications.

Competition Timeline

- October 19: Applications due
- October 21-22: Training for peer reviewers
- Oct. 23-Nov 11: Peers review applications off-site
- Nov 14-18: On-site peer review discussions
- Mid December: Announcements and dispositions

Here is a reminder of the timeline. We won't spend time on this because we want to get to your questions, but this is here for your reference.

RTT-ELC Resources and Assistance

Website: <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge>

- *Notice Inviting Applications (NIA)*
- *Application*
- *Budget Spreadsheets*
- Supporting Materials:
 - *Executive Summary of RTT-ELC*
 - *Frequently Asked Questions*
 - *Presentations and Transcripts*

Email questions to RTT.early.learning.challenge@ed.gov

116

9/13/2011

Also for your reference, here are the links to the RTT-ELC website where you can find the application, NIA, and the excel budget spreadsheets. We will also post the transcript for today's workshop on this site for those of you who want to enjoy it again. You will also find the Frequently Asked Questions document and any updates to it.

And now we will open it up for questions, and as we do, we'd like to point out...once again...that we recognize that this is a challenging application to fill out in a short period of time. It likely requires more cross-State coordination than ever before, and that alone adds to the "overhead" of the application. It is our hope, however, that the value of coming together and developing a coordinated, statewide blueprint for early learning reform is well worth the effort. And that even States that do not end up receiving grants will benefit from having started together, across sectors, down this path.

Questions and Answers

Remember: If we don't get to your questions today,
send them to RTT.early.learning.challenge@ed.gov



117

Now we will open it up for questions here in DC and from the States participating via the regional offices.