



**Race to the Top - Early Learning Challenge
Annual Performance Report**

CFDA Number: 84.412

*Rhode Island
2012*

Due: February 15, 2013



Performance Report: Cover Sheet

General Information

1. PR/Award #: S412A120033
2. Grantee Name (Block 1 of the Grant Award Notification.): Office of the Governor, State of Rhode Island
3. Grantee Address 255 Westminster Street, Providence, RI 01903
4. Project Director Name: Judy Willgren Title: Grant Officer
- Ph #: (401) 222 - 8164 Ext: () Fax #: (401) 862 - 3019
- Email Address: Judy.willgren@ride.ri.gov

Reporting Period Information

5. Reporting Period: From: 01/01/2012 To: 12/31/2013 (mm/dd/yyyy)

Indirect Cost Information

6. Indirect Costs
- a. Are you claiming indirect costs under this grant? ☒ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☒ Yes ☐ No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s):

From: 01/01/2012 To: 12/31/2012 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ HHS ☐ Other (Please specify):

(Attach current indirect cost rate agreement to this report.)

Certification

7. The Grantee certifies that the state is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));

- ☒ Yes
☐ No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA);

- ☒ Yes
☐ No

The Child Care and Development Fund (CCDF) program

☒ Yes

☐ No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Deborah A. Gist

Title: Commissioner

Name of Authorized Representative:



A handwritten signature in black ink, appearing to read 'D. Gist'.

Date: 2/ 15/2013

Signature

Executive Summary

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

Accomplishments

During Year One of the Race to the Top Early Learning Challenge Grant, Rhode Island realized key accomplishments in the following areas:

- *Development of the infrastructure to move forward the work of each of its seven projects;*
- *Achievement of key components of its approved scope of work within each project;*
- *Successful reallocation of unspent resources to enhance several key areas of work.*

In order to meet Year One goals, Rhode Island recognized the need to become fully staffed within each of the Participating State Agencies (PSAs). The Rhode Island Early Learning Challenge Grant is 95% staffed with individuals strategically placed in key departments within each agency. Rhode Island was also successful in creating six Core Teams tasked with implementing the activities outlined within the Scope of Work. In partnership with the Early Learning Council, the state created seven subcommittees, made up of public and private partners. Subcommittee meetings now serve as a venue for soliciting feedback and recommendations from key early childhood stakeholders on future policies, programs and regulations. Finally, Rhode Island successfully submitted its first grant amendment, demonstrating the ability to make adjustments to the state plan during the start-up year of the grant.

Rhode Island demonstrated progress toward goals outlined within the state plan and all seven projects outlined within the Scope of Work in 2012. This included significant progress in key reform areas of the state's early childhood system including:

- *revision of the state's Tiered Quality Rating and Improvement System, BrightStars, and alignment with the state's continuum of program standards, which include; DCYF Child Care Licensing Standards for center-based programs, and the Rhode Island Comprehensive Early Childhood Education Program standards;*
- *the revision and expansion of the state's Early Learning and Development Standards for children age birth to five;*
- *development of the framework for the Workforce Knowledge and Competencies (WKC) for Family Child Care providers and an addendum to the WKC for Teachers and Teaching Assistants for Special Education Teachers and Early Intervention Specialists;*
- *alignment of coursework in postsecondary institutions with the state's Workforce Knowledge and Competencies for Teachers and Teaching Assistants; and*
- *building a strong, high-quality integrated early learning data system, which will incorporate TQRIS data.*

Rhode Island also saw an increase in the number of Children with High Needs who are enrolled in Early Learning and Development Programs in the top tiers of the state's Tiered Quality Rating and Improvement System, BrightStars.

Challenges

Navigating the Rhode Island procurement system for posting and reviewing RFPs and for finalizing contracts and obtaining purchase orders has proven to be more time-consuming than we originally anticipated. Thus, some of our initial timelines had to be adjusted to account for these delays. The long-term solution we identified to subsidize a staff position at the Department of Administration to ensure prioritized processing of RTT-ELC RFPs and contracts was included in the amendment request described above.

Rhode Island is currently exploring a variety of approaches to increase program participation in BrightStars, our Tiered Quality Rating and Improvement System. We believe these approaches will incentivize programs to participate in the TQRIS and still meet all performance measures and timelines identified within the State Plan by the end of the grant period.

Successful State Systems

Aligning and coordinating early learning and development across the State.

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The Race to the Top Early Learning Challenge State Plan is administered by the Lead Agency, the Rhode Island Department of Education (RIDE), in partnership with four Participating State Agencies (PSAs). As the Lead Agency, RIDE is responsible for ensuring that the State Plan is effectively carried out, that the overall budget for the grant is properly managed, and that Memorandums of Understanding (MOUs) executed between RIDE and each of the PSAs, including the Scope of Work for each MOU, are carried out efficiently and effectively toward meeting the timelines and achieving the goals outlined in the State Plan. Each PSA has signed MOUs articulating their roles and responsibilities for each of the activities and projects they are assigned. Each PSA has the authority to make decisions for the programs and services that fall under the jurisdiction of its agency.

Leadership and oversight for implementation of the Plan, to ensure stakeholder participation, and to ensure cross-sector coordination is provided by the Rhode Island Early Learning Council. The Early Learning Council is co-chaired by Education Commissioner Deborah A. Gist and Elizabeth Burke Bryant, Executive Director of Rhode Island KIDSCOUNT, a nonprofit organization focused on research and children's public policy. As the entity providing overarching leadership and guidance for implementing Rhode Island's plan as set forth in the grant, the Rhode Island Early Learning Council uses a consensus-building process to make policy decisions when the need arises. When disputes arise, issues are presented to the Participating State Agency Director(s) and the Co-Chairs of the Early Learning Council for shared discussion, gathering of additional information as needed, and final resolution. Interdepartmental disputes related to the implementation of Rhode Island's plan will be resolved by the Education Commissioner and the Secretary of the Executive Office of Health and Human Services (EOHHS).

Rhode Island's plan is made up of seven key project areas: Aligning and Measuring TQRIS, Using Early Learning and Development Standards, Improving Program Quality, Improving the Knowledge and Competencies of the Workforce, Implementing Effective Child Assessment, Building an Early Learning Data System, and Grant Management. There are six Core Teams assigned to each of the key project areas. There is no core team assigned to Grant Management. In addition, the Early Learning Council has created six subcommittees, which align with each of the six Race to the Top core teams. The seventh subcommittee is responsible for promoting access to high-quality Early Learning and Development programs for Children with High Needs. The Core Teams are made up of state-agency staff and one public member from the subcommittee. The Core Teams are responsible for implementing the activities outlined within the Scope of Work, and they each meet on a weekly or biweekly basis. The subcommittees meet as needed and serve as the forum for engaging key stakeholders from the early childhood community.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

The Rhode Island Early Learning Council serves as a key vehicle for ensuring stakeholder involvement. The Council includes leaders from an array of organizations and constituencies in the Rhode Island early learning community, including Head Start, Early Head Start, Center-based and Family Child Care, pre-school special education, public schools, Early Intervention, state-funded Pre-K, pediatricians, higher education, and a variety of community members and meets 6 -7 times per year. In addition, the subcommittees of the Council meet at strategic points during the work of each project to ensure stakeholder involvement (e.g., when draft standards are ready for distribution).

Rhode Island has been intentional in taking steps to ensure that the public is engaged and involved in the implementation of activities of the grant. Opportunities for participation are provided through public forums, focus groups, and on-line surveys. These approaches have become a routine mechanism for gathering input and recommendations from the early childhood community. Recommendations are categorized and reviewed for consideration by the Core Teams, and summaries of community feedback are provided to the ELC subcommittees.

During the past year, we also recognized the need to communicate and inform key stakeholders of the decision-making process in the development of key policies. We plan to disseminate technical papers to key stakeholders in the early childhood community. The technical papers will ensure transparency our decision-making process by providing detailed information on the key decision points, the process used in considering public recommendations, and the rationale for finale decisions.

Rhode Island recognizes the need to engage and involve parents and family members of Children with High Need in the implementation of activities identified throughout the grant. We plan to be more intentional about addressing this issue in Year Two of the grant. State staff will post an RFP in order to identify a vendor who will provide consultation and support in the development of a Communications Plan. The plan will allow us to identify effective approaches and opportunities for communicating and engaging parents and family members in the future.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

There were no legislative proposals or changes in budget, policies, or executive orders during FY 2012.

Participating State Agencies

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

All Participating State Agencies (PSAs) identified in the Race to the Top Early Learning Challenge application continue to maintain their support and to participate in the implementation of activities toward achieving the goals outlined within the state plan. The PSAs include: the Rhode Island Department of Education; the Department of Children, Youth, and Families; the Department of Health; the Department of Human Services; and the Office of Health and Human Services. As the Lead Agency, RIDE has initiated a Year End review process in which informal meetings are held with the Executive Leadership and management staff of each participating agency. This approach of "continuous quality improvement" ensures that coordination and collaboration efforts toward meeting our common goals are maintained as the grant progresses.

High-Quality, Accountable Programs

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

During this 1st year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

- ☐ No
☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
☐ Early Head Start and Head Start programs
☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
☐ Early Learning and Development Programs funded under Title I of ESEA
☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
☐ Center-based
☐ Family Child Care

(2) A Comprehensive Assessment System

- ☐ No
☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
☐ Early Head Start and Head Start programs
☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(3) Early Childhood Educator qualifications

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(4) Family engagement strategies

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(5) Health promotion practices

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA

- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

(6) Effective data practices

- ☐ No
- ☐ Yes

If yes, these standards currently apply to (please check all that apply):

- ☐ State-funded preschool programs
- ☐ Early Head Start and Head Start programs
- ☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☐ Early Learning and Development Programs funded under Title I of ESEA
- ☐ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☐ Center-based
 - ☐ Family Child Care

Describe progress made in **developing** a TQRIS that is based on a statewide set of tiered Program Standards.

Not Applicable

Is the state in the process of **revising** tiered Program Standards in any of the following categories? (If yes, please check all that apply):

- X Early Learning and Development Standards
- X A Comprehensive Assessment System
- X Early Childhood Educator qualifications
- X Family engagement strategies
- ☐ Health promotion practices
- X Effective data practices

For those Program Standards that have not been revised during this 1st year of implementation, is there a **plan to revise** the tiered Program Standards in the upcoming year (if yes, please check all that apply):

- ☐ Early Learning and Development Standards
- ☐ A Comprehensive Assessment System
- ☐ Early Childhood Educator qualifications
- ☐ Family engagement strategies

- ☐ Health promotion practices
- ☐ Effective data practices

The State has made progress in ensuring that (please check all that apply):

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

Please describe progress made in revising TQRIS Program Standards.

During the first year of the grant, Rhode Island initiated the process of revising and aligning the three sets of state program standards. This exercise in alignment has created a continuum of program standards for the state. These standards include: DCYF Child Care Licensing Standards for center-based and family child care programs, the BrightStars Quality Rating and Improvement System, and the Rhode Island Comprehensive Early Childhood Education Program Approval Standards. The Core Team solicited initial input from key stakeholder groups prior to beginning revisions to the standards. This input was reviewed by the project core teams. In addition, we sought guidance in the revision and alignment of the standards from nationally recognized organizations and experts. The national organizations and experts included: the National Association for Regulatory Agencies (NARA), which assisted in the review of the Child Care Licensing Standards, and Dr. Kelly Maxwell, from the Frank Porter Graham Institute at Chapel Hill. Dr. Maxwell provided guidance and resources to the Core Team in the revision of the BrightStars Tiered Quality Rating System. She also presented national findings to the subcommittee and research-based supports to assist the Core Team in the alignment process and considerations for validating indicators at each Star level for each domain. In addition, the Core Team sought guidance from Debi Matthias, Director of the QRIS National Learning Network, who provided feedback on the draft standards prior to public review. This process of review by national experts was undertaken to ensure that revisions made to the TQRIS were measurable and meaningfully differentiated quality at all tier levels.

The feedback on the draft standards is currently being gathered through a series of forums and focus groups consisting of early childhood providers and stakeholders.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not Applicable

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Number and percentage of Early Learning and Development Programs in the TQRIS</i>									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)-		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	7	6	86 %	(8) 6	75 %						
Early Head Start and Head Start ¹	38	10	26 %	(20) 16	45 %						
Programs funded by IDEA, Part C	12	NA	NA	NA	NA						
Programs funded by IDEA, Part B, section 619	55	0	0%	(0) 0	0%						
Programs funded under Title I of ESEA	6	0	0%	(0) 0	0%						
Programs receiving CCDF funds	933	86	9%	(233) 166	71 %						
Center based programs receiving from CCDF funds	330	34	10 %	(82) 48	58 %						
Family Child Care receiving from CCDF funds	688	59	9%	(172) 127	73 %						

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

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)-		2015 (Target)	
		Actual		Actual		Actual		Actual		Actual	
		#	%	#	%	#	%	#	%	#	%

The percent calculated represented our actual achieved as a percentage of our target State funded preschool; State funded Pre K is the actual number of programs receiving funding in the State Pre K demonstration project and actual number participating in BrightStars as of December 2012.

Early Head Start and Head Start: baseline is actual number of center-based program sites and number of center-based programs participating in QRIS as of December 2012 based on BrightStars data.

Programs funded by IDEA, Part B, Section 619: no programs operating under the local education agencies Part B program participated in BrightStars in 2012. Mandatory participation in BrightStars is not scheduled until December 2013. IDEA Part C programs are home based models.

Programs funded under Title I of ESEA: no programs operating under the local education agency Title I program participated in BrightStars 2012. Mandatory participation in BrightStars is not scheduled until December 2013.

Programs receiving CCDF funding: represents the number of programs receiving CCDF funding participating in BrightStars as of December 2012.

Please describe the State's strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State's TQRIS System by the end of the grant period.

Rhode Island is pursuing a variety of approaches to incentivize participation in our TQRIS System. The first strategy includes onetime participation incentive payments to center-based and family child care providers who enroll in BrightStars by March 31, 2013. The incentive is designed to off-set the cost of preparing and submitting the BrightStars TQRIS application and will be retroactively provided to those programs that have applied and enrolled in BrightStars since October 2011, when previous participation incentives available through the American Recovery and Reinvestment Act (ARRA) funding were discontinued.

The second approach being considered is to provide programs with Quality Improvement Grants with focused attention on supporting quality improvement in early learning programs that serve Children with High Needs. Grants will be awarded to programs participating in BrightStars that have a desire to improve the quality of their program and increase their Star rating. In addition, the funding is offered to programs that are ranked at the highest tiers of BrightStars and wish to obtain RIDE Comprehensive Early Childhood Education Approval for Pre K classrooms. IDEA Part B preschool programs will also

be offered Quality Improvement Grants. This approach will support and increase the number and percentage of publicly funded programs participating in our TQRIS and that operate at higher levels of quality.

The third approach being considered will provide Quality Awards to those programs that have achieved the highest levels of quality. The Quality Awards will be formulated to offset the cost for programs to operate and maintain higher levels of quality. Criteria for determining the amount of a program's Quality Award are still being finalized, and we will base them on recommendations from a national finance expert, Anne Mitchell, of the Alliance for Early Childhood Finance.

Through March 31, 2013, Rhode Island will release incentive payments to early care and education programs that are enrolled in the BrightStars Tiered Quality Rating and Improvement System. Also during the first quarter of the coming year we will draft the procedures for disseminating Quality Improvement Grants to those programs that desire to make program improvements and increase their Star rating. Interim procedures will be in place through June 30, 2013. We will evaluate the process and make the appropriate adjustments for the dissemination of Program Improvement Grants for the remaining grant period. Quality Awards will begin in July 2013.

Rating and monitoring Early Learning and Development Programs.

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- ☒ Includes information on valid and reliable tools for monitoring such programs
- ☒ Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- ☒ Monitors and rates Early Learning and Development Programs with appropriate frequency
- ☒ Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- ☐ Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

The current BrightStars monitoring system is two-fold. The application and information, which is collected through onsite monitoring, utilizes a variety of instruments including: the Early Childhood Environmental Rating Scale (ECERS-R), the Infant Toddler Environmental Rating Scale (ITERS-R), the Family Child Care Environmental Rating Scale (FCCERS-R), and the Classroom Assessment Scoring System (CLASS) at the upper tiers. In addition, BrightStars monitoring staff conduct unannounced visits, starting at the second Star level.

BrightStars Program Assessment staff members are trained to national reliability standards by the authors of the Environmental Rating Scales (ERS). Ongoing inter-rater reliability for the ERS tools is maintained through a system of regular reliability checks requiring 85 percent reliability across three paired checks. These training and reliability policies will be maintained and strengthened as the number of programs participating in BrightStars increases and new program-assessment staffs join BrightStars.

In 2012, Rhode Island made progress in working to update child care licensing regulations and improving alignment across program-quality monitoring systems, including Child Care licensing, BrightStars, and the RIDE Comprehensive Early Childhood Education Approval. In the coming year, Rhode Island will work with experts from NARA to strengthen and improve the consistency of child care licensing monitors. Rhode Island has already made progress in ensuring that all family child care providers in the state receive a licensing inspection at least once a year. Rhode Island is working to develop data systems to share licensing information, including health and safety violations, with the public in an easy-to-understand format.

Rhode Island will continue to make progress in reviewing and strengthening policies and procedures to ensure that programs are consistently and carefully monitored on the newly revised standards (licensing, BrightStars, and RIDE preschool approval).

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Not Applicable

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

Has the state made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- X Program and provider training
- X Program and provider technical assistance
- X Financial rewards or incentives

- ☐ Higher, tiered child care subsidy reimbursement rates
☒ Increased compensation

Number of tiers/levels in the State TQRIS 5

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

- State-funded preschool programs 1
- Early Head Start/Head Start programs 1
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA NA
- Early Learning and Development Programs funded under Title I of ESEA NA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based 7
 - Family Child Care 8

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

- State-funded preschool programs 0
- Early Head Start/Head Start programs 0
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA NA
- Early Learning and Development Programs funded under Title I of ESEA NA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based 0
 - Family Child Care 0

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)
- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)
- ☒ Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☒ Early Learning and Development Standards
- ☒ A Comprehensive Assessment System
- ☒ Early Childhood Educator qualifications

- ☐ Family engagement strategies
- ☐ Health promotion practices
- ☐ Effective data practices
- ☒ Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

Rhode Island has been operating BrightStars, a TQRIS, since 2009. The current BrightStars benchmarks were developed in consultation with national experts in the fields of early care and education, family child care, school-age child care, and youth development. In partnership with a senior researcher from the FPG Child Development Institute, BrightStars was pilot-tested in 2008 and revised to more effectively measure and differentiate quality at different levels. BrightStars uses a building-blocks model, so programs must meet all the criteria in each level.

Currently, BrightStars includes the following high-quality benchmarks (this is a selected list and does not include all benchmarks) at the highest levels of the TQRIS (Star 4 and Star 5):

- *Teacher qualifications: All classroom lead teachers have a minimum of 12 college credits in ECE/related at Level 4 and 18 college credits in ECE/related field at Level 5.*
- *Teacher qualifications: All classroom lead teachers have a CDA or Associate's degree/higher at Level 4 and an Associate's degree at Level 5.*
- *Teacher qualifications: 50 percent of preschool teachers have a bachelor's degree or higher.*
- *Teacher qualifications: 50 percent of preschool teachers have a certificate in the Rhode Island Early Learning Standards (RIELS) at Level 4, and 100 percent of preschool teachers have a certificate in RIELS at Level 5.*
- *Classroom observations: The average score from unannounced visits of a random sample of one-third of infant/toddler and one-third of preschool classrooms meet or exceed benchmark of 4.0 on ERS at Level 4 and 5.0 at Level 5.*
- *Required ratios and group sizes: are 1:4 for group of 8 for infants under 18 months, 1:6 for group of 12 for toddlers, 1:9 for group of 18 for 3-year-olds, and 1:10 for group of 20 for 4-year-olds.*
- *Curriculum: written preschool curriculum aligned with the RIELS at Levels 4 and 5*
- *Family engagement: Parent-teacher conferences are offered twice per year at Levels 4 and 5.*
- *Family child care qualifications: Provider has a CDA or Associate's degree and 12 college credits in ECE/related field at Level 4, and provider has an Associate's degree and 18 college credits in ECE/related at Level 5.*
- *Family child care qualifications: Provider has a certificate in RIELS.*
- *Program observation: The FCCERS-R score from an unannounced visit meets or exceeds the benchmark score of 4.0 at Level 4 and 5.0 at Level 5.*
- *Required ratios and group sizes: are 1:6 in a group of 6 for a provider working alone and 2:8 in a group of 8 for a provider with an approved assistant.*
- *Curriculum: Written preschool curriculum is aligned with the RIELS at Levels 4 and 5.*
- *Family engagement activities: Parent-teacher conferences are offered twice per year at Levels 4 and 5.*

In 2012, with funding from both the ARRA grant to the Rhode Island Early Learning Council and the Race to the Top – Early Learning Challenge grant, Rhode Island has been working to strengthen and align program-quality standards across child care licensing, BrightStars, and the Rhode Island Department of Education Comprehensive Early Childhood Education Program Standards. As mentioned above, Rhode Island has taken steps to ensure that revisions made to the TQRIS are measurable and meaningfully differentiate quality at all tier levels. All revisions and alignment are scheduled to be completed in the spring 2013.

For those areas where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Not Applicable

Performance Measures (B)(4)(c)(1) and (2)

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
	Baseline	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of programs covered by the TQRIS	93	(255) 175			
Number of programs in Tier 1	34	(77) 88			
Number of programs in Tier 2	23	(64) 36			
Number of programs in Tier 3	14	(51) 16			
Number of programs in Tier 4	16	(38) 23			
Number of programs in Tier 5	6	(25) 12			

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

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 TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	69	69	64%	(92) 98	106%						
Early Head Start and Head Start ²	2559	515	20%	(1024) 687	67%						
Early Learning and Development Programs funded by IDEA, Part C	3796	NA	NA	NA	NA						
Early Learning and Development Programs funded by IDEA, Part B, section 619	2106	0	NA	(0) 0	0%						
Early Learning and Development Programs funded under Title I of ESEA	108	0	NA	(54) 0	0%						
Early Learning and Development Programs receiving funds from the State's CCDF program	7940	244	3%	(476) 563	118%						
Other: <i>Describe: Licensed Centers receiving funds from the State's CCDF</i>	5558	243	4%	(333) 550	165%						
Other	2382	1	0%	(24) 54%							

² Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

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 TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
Describe: Licensed Homes receiving funds from the State's CCDF				13							

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

Rhode Island is focused on improving and increasing the quality of existing center-based and family child care programs. Over the past year, we have been developing incentives that will support the capacity of early learning and development programs to continuously improve. During 2012, Rhode Island provided focused technical assistance to existing programs and supports for improving the early childhood workforce. In the coming year, Rhode Island will begin providing Quality Improvement Grants, to assist providers in achieving higher levels of quality, and Quality Awards, to off-set the cost of operating at those higher levels of quality. Currently, we are in the process of developing and building a system of professional development and technical assistance, and we will finalize procedures for disseminating funds to programs that enroll in BrightStars. These professional-development technical-assistance and funding opportunities target programs serving low-income children, dual-language learners, and children with special needs.

In addition, in December 2012 the State Early Learning Council approved a Four Year Strategic Plan. The plan includes strategies for ensuring that measurable progress will be made in promoting access to high-quality early learning and development programs for Children with High Needs by the end of the grant period. These strategies are focused on helping working families that have children with high needs access high-quality programs, and the strategies include: developing and implementing community outreach strategies, restoring eligibility for child care subsidies back to 225 percent of FPL, allowing families to maintain eligibility for child care assistance for 12-week periods of unemployment, changing CCAP policy so that children receiving Rhode Island Works are enrolled in quality early learning programs, improving access for families that have differing work hours, strengthening the KIDS CONNECT program to assist community providers in accepting children with developmental delays and disabilities, and continuing to support state funding for the Rhode Island Pre-Kindergarten program and Head Start.

Validating the effectiveness of the State TQRIS.

Has your State made progress in validating the effectiveness of the TQRIS?

☐ Yes

☒ No

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

In 2008, Rhode Island hired the FPG Child Development Institute at the University of North Carolina – Chapel Hill, which conducted a field test for validating our BrightStars Tiered Quality Rating and Improvement System. During the past year, the State has been in the process of revising and aligning all program standards, including the BrightStars TQRIS. Rhode Island has taken significant steps in ensuring that the newly revised standards are research and evidence-based. Rhode Island will identify an independent evaluator to design and conduct a revalidation study of the newly revised TQRIS. Activities to address this area are not scheduled to begin until September 2014.

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

Not applicable at this time.

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Not applicable at this time.

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

Check the Focused Investment Areas addressed in your RTT-ELC State Plan:

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

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

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

Grantee should complete those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Early Learning and Development Standards

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

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

Describe the progress made, where applicable. In addition, describe any supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

Rhode Island has used the past year to revise and expand the existing Rhode Island Early Learning Standards. This process has been conducted in two phases. Within each phase, the core team gathered stakeholder information to: 1) inform the development of the early learning standards, 2) inform professional-development training that supports the implementation of the standards, and 3) develop communication tools, which are used to increase public understanding of the standards and how best to implement the standards within their own program. In the first phase, from July through October 2012, we worked with a consultant to design and develop a document that incorporated "best practices" from other state standards. Public feedback was gathered

and reviewed, and changes were incorporated into a Phase I draft of the Rhode Island Early Learning and Development Standards (ELDS). In November 2012, a vendor was hired to bring together a national panel of experts to review the Phase I ELDS draft and to respond to questions stemming from public feedback and state review. In response to the expert review, we created a Phase II ELDS draft, which incorporated a developmental progression and milestones at 9, 18, 24, 36, 48, and 60 months. Additionally, all developmental indicators were reviewed in relation to the Common Core State Standards for K -12 and the most recent developmental research. The introduction of the document was also expanded to address essential practices that support the appropriate implementation of standards for all children – most specifically, children with disabilities and those who are dual-language learners. The Phase II ELDS draft underwent a final period of public review in January 2013 and is currently undergoing revision. The final draft of the Early Learning and Development Standards will be completed by March 1, 2013. The Rhode Island ELDS project will then enter the final phase of development – design and dissemination, which is scheduled for completion by June 2013. Additionally, the ELDS have been incorporated into all parts of our continuum of quality program standards during the revision process described above. This incorporation includes requirements to participate in training on the ELDS and to demonstrate that curricula and assessments are aligned with the ELDS. The existing WKC framework for Teachers and Teacher Assistants references knowledge and skills in using the original early learning and development standards. This framework is scheduled for final revisions in the spring of 2013 and will be updated to reflect the revised ELDS.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not Applicable

Comprehensive Assessment Systems

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

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

Describe the progress made, where applicable.

The work in Rhode Island in 2012 aimed at developing a comprehensive child-assessment system focused on increasing developmental screening and supporting effective child-assessment practices (including using Teaching Strategies Gold). Rhode Island has taken steps toward increasing the use of developmental screening instruments by primary-care providers for children ages birth to three. This process included working with representatives from the Rhode Island chapter of the American Academy of Pediatrics, providing guidance around selecting and implementing appropriate screening tool(s), and improving referral protocols. In addition, research was conducted to determine the best electronic-screening instrument for increasing screening rates, communicating with electronic medical records, and communicating with our data system. Goals and plans are in place to incentivize all primary-care providers using the system by December 2015.

Additionally, we have made progress in enhancing our existing universal-screening program for children ages 3-5, Child Outreach, by developing procedures for providing more culturally and linguistically appropriate screening for young Dual Language Learners (DLL). Bilingual screeners have been trained to understand the role of screening within the comprehensive-assessment process and to more reliably screen DLLs, using research-based methods.

Rhode Island has also made progress toward implementing and promoting the use of the formative-assessment system, Teaching Strategies GOLD (TSG). All publicly funded programs currently use TSG, and policies are being put into place to incentivize private providers to begin using TSG at the state's subscription rate. Teachers and administrators receive training and ongoing technical assistance to guide them toward implementing the system reliably and toward using data to inform instruction to make decisions. In addition, the State has developed plans to implement a pilot of TSG with our IDEA Part C Early Intervention program. Early Intervention providers will be trained to implement TSG within a home-visiting model and to provide us with feedback regarding the benefits of using a performance-based assessment tool to guide their work with children and families.

We will continue to use the ITERS-R, ECERS-R, FCCERS-R and CLASS_{tm} to evaluate early childhood environments and teacher-child interactions at the upper tiers of our BrightStars Quality Rating and Improvement System and within the RIDE Comprehensive Early Childhood Education Program Approval process.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not Applicable

Health Promotion

The State has made progress in (check all that apply):

- ☐ 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 your TQRIS Program Standards;
- ☐ Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- ☐ Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- ☐ Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made, where applicable.

State did not write to C (3)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

State did not write to C (3)

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target)	2013 (Target)	2014 (Target)	2015 (Target)
		Actual	Actual	Actual	Actual
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					
<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>					

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

State did not write to C (3)

Engaging and Supporting Families

The State has made progress in (check all that apply):

- ☐ Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- ☐ Including information on activities that enhance the capacity of families to support their children's education and development;
- ☐ Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- ☐ Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made, where applicable.

State did not write to C (4)

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

State did not write to C (4)

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

The State has made progress in developing (check all that apply):

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

Describe the progress made, where applicable.

In 2012, Rhode Island continued to work on creating Workforce Knowledge and Competency Frameworks (WKC) for various roles within early childhood education programs. The current work on the WKC began by building upon the existing draft Workforce Knowledge and Competency (WKC) Framework for Teachers and Teacher Assistants developed in 2011 and using this draft as the foundation for developing WKC frameworks for Family Child Care Providers and an addendum for Special Educators/Early Intervention Providers. The development of these competencies began under a parallel process of regular meetings with practitioners in each field. Competency development will continue

through 2013 with additional WKC for higher education and professional-development providers, as well as for administrators. We also partnered with our institutions of higher education to align their offerings to the WKC framework, which is described in further detail below.

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

During the past year, all higher education institutions offering early childhood-related degrees agreed to participate in the Early Childhood Education Inventory administered by the Center for the Study of Child Care Employment at UC Berkeley. The results of this inventory, to be completed in 2013, will provide detailed information on programs offered by the four institutions involved in educating our early childhood workforce: the Community College of Rhode Island (CCRI), Rhode Island College (RIC), the University of Rhode Island (URI), and Salve Regina University.

URI and RIC agreed to complete a self-assessment to determine alignment of course offerings to the WKC framework. This self-assessment will inform URI and RIC about successes and gaps in alignment between early childhood programs and the WKC.

In addition, the Department of Human Services began working with the Community College of Rhode Island (CCRI) to reach NAEYC Accreditation and to establish a certificate program aligned with Level I of the WKC for Teachers/Teacher Assistants. This process will incorporate the alignment of coursework across CCRI's early childhood education program to the WKC.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

Not Applicable

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- ☒ Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- ☒ Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - ☒ Scholarships
 - ☐ Compensation and wage supplements,

- ☐ Tiered reimbursement rates,
- ☐ Other financial incentives
- ☐ Management opportunities
- ☐ Publically reporting aggregated data on Early Childhood Educator development, advancement, and retention
- ☒ Setting ambitious yet achievable targets for --
 - ☒ Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
 - ☒ 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.

Describe the progress made, where applicable.

Rhode Island assessed the current professional-development opportunities offered through various community-based providers and their alignment to the WKC framework, and we developed a plan to address the identified gaps prior to development of a Professional Development and Technical Assistance Center, scheduled for July 2013. As outlined above, our postsecondary institutions began assessing their current alignment to the WKC framework.

During 2012, T.E.A.C.H. Scholarships were provided by the vendor, Ready to Learn Providence, for cohorts to complete A.A. and B.A. degrees in approved early childhood programs and to progress along the career pathway, as articulated in the WKC framework. A cohort total of 18 and approximately 45 students enrolled in the B.A. and A.A. cohorts, respectively, T.E.A.C.H. Scholarship program in 2012.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not Applicable

Performance Measures (D)(2)(d)(1) and (2):

In the tables below, indicate State progress toward meeting 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.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.					
	Baseline (From Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of “aligned” institutions and providers	<i>Unknown</i>	(2) <i>Unknown</i>			
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	<i>Unknown</i>	(1000) 621			

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (From Application)		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify:</i>	NA*	NA	NA	NA						
Credential Type 2 <i>Specify:</i>	NA	NA	NA	NA						
Credential Type 3 <i>Specify:</i>	NA	NA	NA	NA						
Credential Type 4 <i>Specify:</i>	NA	NA	NA	NA						
<i>Not Scheduled at this time.</i>										

Describe the State's challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

Rhode Island has experienced delays with the state procurement process, which have resulted in a revision in the timeline in our Scope of Work for conducting a professional- workforce study. In December, a Letter of Intent was posted and applicants have been reviewed. A vendor has been identified and will begin the task of developing a plan for the workforce study. The timeline for the final report has been moved to August 2013.

In addition, Rhode Island postsecondary institutions began assessing their current alignment to the WKC framework 2012. However two professional development (The RI Early learning Standards Project and the RIAEYC Resource Center) providers aligned their trainings with the state's WKC for Teachers and Teaching Assistants. There were 621 educators who received training through these initiatives as opposed to the 1,000 proposed as the target. This was due in part to delays with contracting, and specifically related to the expansion of the RIAEYC Resource Center's existing contract.

Kindergarten Entry Assessment

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- ☐ Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- ☐ 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;
- ☐ 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;
- ☐ 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
- ☐ 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).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Not applicable at this time. KEA development will not begin until 2014.

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children's learning and developmental progress as they enter kindergarten.

Not applicable at this time. KEA development will not begin until 2014.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable at this time. KEA development will not begin until 2014.

Early Learning Data Systems

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- ☒ Has all of the Essential Data Elements;
- ☒ Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- ☒ 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;
- ☒ 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
- ☐ Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

Not Applicable

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

Rhode Island is actively working toward building an early learning data system that will be integrated with our existing longitudinal data system. The information from both systems will be connected by using a unique identifier for Programs, Educators, and Children. The Core Team representing resources from all of the participating state agencies has identified the data sources and data elements necessary for the system to provide the information needed to address our policy questions. The data conform to the Common Education Data Structures wherever possible. The data-system core team has modified the original Scope of Work to align with our traditional systems-development lifecycle, creating a more efficient development process. During the beginning of 2013, developing requirements for the program domain is our first focus area and will include operational improvements for programs that will facilitate

collecting early learning data necessary for the system.

The Core Team has begun to work with the RTT-ELC Technical Assistance provider, who will assist in several areas of development, including:

- the identification of a data governance structure;*
- interagency MOUs;*
- identification of key elements for each of the three domains (program, early childhood educator, and child); and*
- analysis of the capacity within each agency and the development of a single portal or dashboard for collection of all data for all three domains, to be housed within the Rhode Island Department of Education, which also houses the state's K - 12 Longitudinal Data System.*

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not Applicable

Invitational Priorities

Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.

Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)

The State has made progress in (check all that apply):

X Enhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

- ☐ Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- ☐ Promoting health and family engagement, including in the early grades;
- ☐ Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

X Leveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

Rhode Island has made progress in enhancing standards for K-3 through the implementation of Common Core standards and has made progress in developing birth – five Early Learning Standards that align to K-12 Common Core Standards. Rhode Island is leveraging federal dollars from the first Race to the Top grant to build a longitudinal data system that will enhance transition planning for children moving from Early Learning and Development Programs to elementary schools.

Encouraging Private-Sector Support (Invitational Priority 5)

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

The State did not write to Invitational Priority 5.

Additional Information

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.

Not Applicable

Data Tables:

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

- Data 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 on program quality across different types of Early Learning and Development Programs.
- The number of Children with High Needs participating in each type of Early Learning and Development Program.
- Data on funding for early learning and development in the State.
- Data on the number and percentage of Children with High Needs from special populations in the State.
- Data on the current status of the State's early learning and development standards.
- Data on the Elements of a Comprehensive Assessment System currently required within the State.

Table 1: Children from Low-Income families, by age

In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.										
	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
Infants under age 1	4219	38.5%	4,811	43.9%						
Toddlers ages 1 through 2	8789	38.5%	10,022	43.9%						
Preschoolers ages 3 to kindergarten entry	13705	38.5%	15,628 (3-5)	43.9%						
Total number of children, birth to kindergarten entry, from low-income families.	26714	38.5%	30,460 (under age 6)	43.9%						

Table 2: Special populations of Children with High Needs

In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).										
	2011		2012		2013		2014		2015	
Special populations: Children who ...	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
Have disabilities or developmental delays ³	6524	12.2%	6137	11.7%						
Are English learners ⁴	5103		4554	8.7%						
Reside on "Indian Lands"	Not Available		Not available							

³ For purposes of this report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁴ For purposes of this report, children who are English learners are children birth through kindergarten entry that has home languages other than English.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

	2011		2012		2013		2014		2015	
Special populations: Children who ...	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
Are migrant⁵	<i>Not Available</i>		<i>Not available</i>							

Denominator used for calculating percentages:

Children who have disabilities or developmental delays is the number of children with an Individual Family Service Plan through a Rhode Island Early Intervention Provider (Part C of IDEA) in calendar year 2011 plus the number of preschool children who received special education services under Part B, Section 619 during the 2010-2011 school year reported in the 2012 Rhode Island KIDS COUNT Factbook. Original data is from the Rhode Island Executive Office of Health and Human Services (EI) and Rhode Island Department of Education (Preschool Special Education).

Children who are English Language Learners is the number of children in KIDSNET under age 5 on 09/01/12 who were born to a mother who did not speak English as collected during universal newborn developmental screening at the hospital. This data is an undercount as we do not have this data point for children born outside a Rhode Island hospital.

Children who are homeless is the number of children under age 6 who stayed at a homeless or domestic violence shelter or transitional housing facility with their family in calendar year 2011 reported in the 2012 Rhode Island KIDS COUNT Factbook. Original data is from the Rhode Island Emergency Shelter Information Project.

Children who are in foster care is the number of children under age 6 in out-of-home placement, (including children in foster care, group homes/residential facilities, medical facilities, and shelters) as of December 31, 2011 from the 2012 Rhode Island KIDS COUNT Factbook. Original data is from the Rhode Island Department of Children, Youth and Families.

⁵ For purposes of this report, children who are migrant are children birth through kindergarten entry who meets the definition of “migratory child” in ESEA section 1309(2).

Children who are victims of child abuse and neglect is the number of children under age 6 with an indicated investigation of child abuse or neglect in CY2011 from the 2012 Rhode Island KIDS COUNT Factbook. Original data is from the Rhode Island Department of Children, Youth and Families.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

In the table below, provide data *for the current and previous grant years* on the number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).																				
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.																				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
State-funded preschool Specify: Data Source and Year: RIDE Pre K 2012	0	0	81	81	0	0	98	98												
Early Head Start and	234	631	2928	3793	533		2453	2986												

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
Head Start⁶ <i>Data Source and Year: 2012</i> <i>Head Start Collaboration Office</i>																				
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source</i>	1101	2695	2728	6524	1087	2796	2838	6721												

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs. Count includes 156 State funded Head Start slots.

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<i>and Year: 2012 KIDSCOUNT</i>																				
Programs funded under Title I of ESEA <i>Data Source and Year: As reported in RIDE Consolidated State Performance Report</i>	8	573	581	1162	0	3	347	350												
Programs receiving	2464	3225	2718	8407	2523	3233	2867	8623												

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3to K-entr y	Total	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.
funds from the State’s CCDF program <i>Data Source and Year:2012 Department of Human Services CCDBG</i>																				
Other <i>Specify: Data Source and Year:</i>																				
<i>Add additional rows as needed.</i>																				

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3to K-entr y	Total	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.	< 1	1 - 2	3 to K-entr y	Tot.
CCDF uses different age categories, 0-1; 2-3, and 4-5																				

Table 4: Data on funding for Early Learning and Development

In the table below, provide data on the funding for Early Learning and Development in the State.

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

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Supplemental State spending on Head Start⁷	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
Head Start Collaboration		\$125,000	\$125,000	\$125,000	\$125,000
State-funded preschool <i>Specify: GR Funds</i>	\$700,000	\$208,000	\$1.45 million	\$2.4 million	unknown
State Personnel Development Grant (RIDE)	\$69,000	\$30,000			
Total State contributions to CCDF⁸	MOE: \$5,320,000 State Match: \$3,972,000	MOE: \$5,321,000 State Match: \$4,310,000	MOE: \$5,321,000 State Match: \$4,300,000	unknown	unknown
Child Care Assistance Program Quality Set-Aside	\$0	\$0	\$0	\$0	\$0
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Met	Met	Met	unknown	unknown
TANF spending on Early Learning and Development Programs⁹	\$800,000 Head Start	\$800,000 Head Start	\$800,000 Head Start	\$800,000 Head Start	\$800,000 Head Start

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

⁸ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

⁹ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

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

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Medicaid – health care provider billing for EPSDT developmental screening	Estimate not available	Estimate not available	Estimate not available	Estimate not available	Estimate not available
Child Welfare		\$4.5 million	\$4.4 million	\$4.4 million	unknown
Race to the Top Instructional Management System	\$121,003	\$2,262,567	\$1,385,087	1,392,160	\$0
United Way of Rhode Island		\$150,000 – Pre-K \$100,000 – BrightStars	\$100,000 – BrightStars	\$100,000 – BrightStars	\$100,000 – BrightStars
Rhode Island Foundation		\$150,000 Pre-K \$75,000 TEACH	\$75,000 TEACH		
Total State contributions:	\$11,782,003	\$18,831,567	\$18,756,087	\$10,017,160	\$1,825,000

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

**State funding for Pre-K: Funding for Pre-K will be categorically allocated as part of the State’s new education funding formula pursuant to a 10 year Pre-K expansion plan beginning in FY 2013. In FY 2012, bridge funding for the Pre-K classrooms was provided by a blend of state funding, Title I funding and private, philanthropic resources (United Way and Rhode Island Foundation) to cover 6 classrooms operating during the transition from the Pre-K Demonstration Project Phase funded by the R. I. Department of Education to Pre-K being funded through the new mechanism of the education funding formula.*

State funding for Head Start: expands access to Head Start programs for low-income families.

Head Start Collaboration: supports partnerships and collaboration among Head Start agencies and other state early learning and development programs.

Table 5: Data on the Current status of the State’s Early Learning and Development Standards

In the table below, update the data provided in the State’s application regarding the current status of Early Learning and Development Standards.

Table 5: Current status of the State’s Early Learning and Development Standards (Application Table (A)(1)-6)

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
[Enter text to explain or clarify information as needed]			

Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>	X	X -Teaching Strategies GOLD	X –ECERS-R	X- CLASS _{tm}	X -PRISM CASEBA
Early Head Start and Head Start ¹⁰	X	X		X- CLASS _{tm}	
Programs funded under IDEA Part C	X	X – Developmental Assessment			X- Child and Family Outcome Measures
Programs funded under IDEA Part B, section 619	X	X – Teaching Strategies GOLD			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds	X				
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	X – 2,3,4,5	X – 4,5	X – ECERS-R, ITERS-R, FCCRS-R, 3,4,5	X – CLASS _{tm} in Preschool Classrooms	
State licensing requirements	X				
Other <i>Describe:</i>					
[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]					

¹⁰ Including Migrant and Tribal Head Start located in the State.

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

Performance Measures – Other <i>(if applicable)</i>					
<i>[Insert title here]</i>					
Project Goals/Desired Outcomes:					
Narrative: <i>[Briefly describe...]</i>					
Annual Targets for Key Performance Measures:					
Performance Measures for (other):					
<i>[Customize performance measure tables as appropriate]</i>					
	Baseline (from Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Budget Information

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

Memorandums of Understanding (MOUs) that clearly delineate roles, responsibilities, and timelines have been implemented between the Rhode Island Department of Education (RIDE) and each Participating State Agency (PSA). Cooperative agreements between RIDE and each PSA detailing the deliverables, budget, and reporting responsibilities have also been implemented.

In order to guarantee that all funds will be accurately accounted for and efficiently processed, RIDE has instructed the vendors to invoice at a minimum of quarterly for services delivered. Funds will be disbursed to PSAs on a reimbursement basis, through expenditure information provided in the G-5 financial system.

The process to distribute funds to localities, Early Learning Intermediary Organizations, and other partners is currently being developed and will be completed in Year Two of the grant.

Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through subgranting.

Contracts were acquired with the following types of entities or individuals to support grant activities:

- *national experts and consultants to support the development of the Early Learning Standards;*
- *trainers for Early Learning Standards professional development;*
- *trainers to provide Family Fun Activity Trainings;*
- *consultant to provide program-improvement technical assistance;*
- *facilitators to support meetings necessary to conduct public forums and focus groups and to gather recommendations during the development of standards and other ELC-grant activities;*
- *vendor licensed by the Child Care Services Association of Chapel Hill, N.C., to administer the T.E.A.C.H. Early Childhood Project; and*
- *TQRIS vendor for the expansion of the TQRIS to manage the inclusion of all early learning programs.*

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

As with many Race to the Top – Early Learning Challenge grantees, the first year of startup meant delays in many areas, from hiring of project staff within the four participating state agencies to ensuring that a streamlined and expeditious procurement process was in place. Delays in these logistics resulted in discrepancies between the original calculated budget for Year One, as outlined in the application, and actual expenditures for FY 2012.

There were significant delays in the posting and hiring of key staff, including the Grant Officer, three Early Childhood Specialist, Program Services Officer, and six data-system staff members, all of which didn't occur until the summer and fall of 2012. In addition, actual salaries for some staff members were lower than those identified and proposed in the original application. The delays in hiring subsequently resulted in a lapse in expenditures in travel funds, supplies, and equipment. Equipment cost, originally calculated at \$2,500 per employee, came in at or below \$1,200 per employee, and some agencies chose to use existing equipment, resulting in additional unexpended funds.

As mentioned above, navigating the state procurement system among four state agencies, including posting and reviewing RFPs, finalizing contracts, and obtaining purchase orders, has proven to be more time-consuming than originally anticipated. Some of our initial timelines had to be adjusted to account for these delays, including pushing forward contracts and RFPs into the second year of the grant. The RFPs and contracts included a \$100,000 RFP for a workforce study, \$400,000 for the distribution of program-improvement grants, \$240,000 for professional development and technical assistance for RIELS, \$400,000 for the TEACH scholarship program, and \$100,000 for building a comprehensive assessment system. The long-term solution was to subsidize a staff position at the Department of Administration to ensure prioritized and timely processing of RTT-ELC RFPs and contracts.

RIDE submitted an amendment to the U.S. Departments of Education and Health and Human Services on October 25, 2012. Year One savings in salary and employee benefits were used to support newly requested personnel and contractual items. The amendment was approved on November 19, 2012.

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

Rhode Island does not anticipate any substantive changes to our RTT-ELC budget in the upcoming year.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category--Include budget and expenditure totals for each budget category for Grant Year 1.

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1		
Budget Categories	Budget	Expenditures
1. Personnel	\$679,376	\$426,943
2. Fringe Benefits	\$387,654	\$217,821
3. Travel	\$5,977	\$458
4. Equipment	\$61,100	\$6,617
5. Supplies	\$83,480	\$153
6. Contractual	\$1,104,460	\$40,060
7. Training Stipends	\$0	\$0
8. Other	\$4,424	\$281
9. Total Direct Costs (add lines 1-8)	\$2,326,471	\$692,333
10. Indirect Costs*	\$178,487	\$9,414
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$778,400	\$0
12. Funds set aside for participation in grantee technical assistance	\$55,746	\$17,825
13. Total Grant Funds Requested (add lines 9-12)	\$3,339,104	\$719,573
14. Funds from other sources used to support the State Plan	\$32,235,677	\$57,508,518
15. Total Statewide Budget (add lines 13-14)	\$35,574,781	\$58,228,091
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget and Expenditure Table 2: by Project -- *The State must complete a Budget and Expenditure Table for each project for Grant Year 1.*

Budget Table 2: Project 1 <i>Race to the Top – Early Learning Challenge Grant Management</i>		
Budget Categories	Budget	Expenditures
1. Personnel	\$227,086	\$164,528
2. Fringe Benefits	\$135,324	\$83,546
3. Travel	\$1,526	\$153
4. Equipment	\$12,500	\$3,677
5. Supplies	\$5,142	\$153
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$265
9. Total Direct Costs (add lines 1-8)	\$381,578	\$252,322
10. Indirect Costs*	\$47,980	\$1,438
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$55,746	\$17,825
13. Total Grant Funds Requested (add lines 9-12)	\$485,304	\$271,585
14. Funds from other sources used to support the State Plan	\$58,000	\$60,124
15. Total Budget (add lines 13-14)	\$543,304	\$331,709
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Categories	Budget	Expenditures
1. Personnel	\$5,582	\$5,582
2. Fringe Benefits	\$2,256	\$2,348
3. Travel	\$167	\$33
4. Equipment	\$0	\$0
5. Supplies	\$0	\$0
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$8,004	\$7,963
10. Indirect Costs*	\$1,041	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$638,400	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$647,445	\$7,963
14. Funds from other sources used to support the State Plan	\$22,079,000	\$49,665,181
15. Total Budget (add lines 13-14)	\$22,726,445	\$49,673,145
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2: Project 3
Establishing and Measuring Tiered Quality Program Standards

Budget Categories	Budget	Expenditures
1. Personnel	\$84,714	\$69,041
2. Fringe Benefits	\$49,126	\$32,946
3. Travel	\$2,832	\$0
4. Equipment	\$20,000	\$1,273
5. Supplies	\$2,500	\$0
6. Contractual	\$90,000	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$249,172	\$103,261
10. Indirect Costs*	\$22,122	\$346
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$271,294	\$103,607
14. Funds from other sources used to support the State Plan	\$5,661,000	\$5,153,653
15. Total Budget (add lines 13-14)	\$5,932,294	\$5,257,260

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

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

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

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

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

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

Budget Table 2: Project 4
Using Early Learning and Development Standards

Budget Categories	Budget	Expenditures
1. Personnel	\$35,292	\$29,615
2. Fringe Benefits	\$19,605	\$18,324
3. Travel	\$194	\$0
4. Equipment	\$2,500	\$839
5. Supplies	\$750	\$0
6. Contractual	\$448,256	\$40,060
7. Training Stipends	\$0	\$0
8. Other	\$4,300	\$0
9. Total Direct Costs (add lines 1-8)	\$510,897	\$88,839
10. Indirect Costs*	\$18,357	\$591
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$529,254	\$89,430
14. Funds from other sources used to support the State Plan	\$230,000	\$204,767
15. Total Budget (add lines 13-14)	\$759,254	\$294,197
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2: Project 5
Developing and Supporting Effective Early Childhood Assessment

Budget Categories	Budget	Expenditures
1. Personnel	\$79,773	\$63,280
2. Fringe Benefits	\$41,196	\$33,339
3. Travel	\$315	\$0
4. Equipment	\$2,500	\$827
5. Supplies	\$68,025	\$0
6. Contractual	\$0	\$0
7. Training Stipends	\$0	\$0
8. Other	\$74	\$9
9. Total Direct Costs (add lines 1-8)	\$191,883	\$97,455
10. Indirect Costs*	\$24,620	\$4,073
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$100,000	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$316,503	\$101,528
14. Funds from other sources used to support the State Plan	\$142,300	\$132,350
15. Total Budget (add lines 13-14)	\$458,803	\$233,878
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 2: Project 6
Building an Early Learning Data System

Budget Categories	Budget	Expenditures
1. Personnel	\$198,933	\$78,152
2. Fringe Benefits	\$116,023	\$40,273
3. Travel	\$83	\$173
4. Equipment	\$16,600	\$0
5. Supplies	\$5,513	\$0
6. Contractual	\$51,440	\$0
7. Training Stipends	\$0	\$0
8. Other	\$50	\$6
9. Total Direct Costs (add lines 1-8)	\$388,642	\$118,603
10. Indirect Costs*	\$44,928	\$2,966.40
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$433,570	\$121,570
14. Funds from other sources used to support the State Plan	\$3,087,744	\$1,318,392
15. Total Budget (add lines 13-14)	\$3,521,314	\$1,439,962
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

<p align="center">Budget Table 2: Project 7 <i>Improving the Knowledge and Competencies of the Early Learning Workforce</i></p>		
Budget Categories	Budget	Expenditures
1. Personnel	\$47,995	\$16,745
2. Fringe Benefits	\$24,126	\$7,045
3. Travel	\$860	\$99
4. Equipment	\$7,000	\$0
5. Supplies	\$1,550	\$0
6. Contractual	\$514,764	\$0
7. Training Stipends	\$0	\$0
8. Other	\$0	\$0
9. Total Direct Costs (add lines 1-8)	\$596,295	\$23,890
10. Indirect Costs*	\$19,439	\$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$40,000	\$0
12. Funds set aside for participation in grantee technical assistance	\$0	\$0
13. Total Grant Funds Requested (add lines 9-12)	\$655,734	\$23,890
14. Funds from other sources used to support the State Plan	\$977,633	\$974,051
15. Total Budget (add lines 13-14)	\$1,633,367	\$997,941
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

DEFINITIONS

Note: All definitions below are taken from the notice.

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.

Common Education Data Standards (CEDS) means voluntary, common standards for a key set of education data elements (e.g., demographics, program participation, transition, course information) at the early learning, K-12, and postsecondary levels developed through a national collaborative effort being led by the National Center for Education Statistics. CEDS focus on standard definitions, code sets, and technical specifications of a subset of key data elements and are designed to increase data interoperability, portability, and comparability across Early Learning and Development Programs and agencies, States, local educational agencies, and postsecondary institutions.

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.

Data System Oversight Requirements means policies for ensuring the quality, privacy, and integrity of data contained in a data system, including--

(a) A data governance policy that identifies the elements that are collected and maintained; provides for training on internal controls to system users; establishes who will have access to the data in the system and how the data may be used; sets appropriate internal controls to restrict access to only authorized users; sets criteria for determining the legitimacy of data requests; establishes processes that verify the accuracy, completeness, and age of the data elements maintained in the system; sets procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed; and establishes procedures for disclosure review and auditing; and

(b) A transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.

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.

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 IDEA¹¹.

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 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.

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;

¹¹ 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.

- (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.

Essential Domains of School Readiness means the domains of 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.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes--

- (a) That are--
 - (1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
 - (2) Valid and reliable for their intended purposes and their target populations;
 - (3) Linked directly to the curriculum; and
- (b) The results of which are used to guide and improve instructional practices.

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.

Kindergarten Entry Assessment means an assessment that--

- (a) Is administered to children during the first few months of their admission into kindergarten;
- (b) Covers all Essential Domains of School Readiness;
- (c) Is used in conformance with the recommendations of the National Research Council¹² reports on early childhood; and
- (d) 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.

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.

Low-Income means having an income of up to 200 percent of the Federal poverty rate.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths and areas for improvement for early learning professionals.

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: 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

¹² National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=12446

Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

Participating Program means an Early Learning and Development Program that elects to carry out activities described in the State Plan.

Program Standards means the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs. Program Standards are expressed, at a minimum, by the extent to which--

(a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;

(b) Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--

(1) Children's learning and development outcomes; and

(2) program performance;

(c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;

(d) Strategies are successfully used to engage families in supporting their children's development and learning. These strategies may include, but are not 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;

(e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and

(f) Effective data practices include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State Plan means the plan submitted as part of the State's RTT-ELC application.

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.

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.

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.