

Early Learning Challenge

2016 FINAL PERFORMANCE REPORT



JUNE 2017





**Race to the Top - Early Learning Challenge
Final Performance Report
CFDA Number: 84.412**

Delaware Department of Education
Office of Early Learning

2016 Final Performance Report

Due: 3/31/2017

U.S. Department of Education
Washington, DC 20202

Instructions

Pages 2-4 are instructions for completing the template and have been deleted



Performance Report: Cover Sheet

General Information

- 1. PR/Award #: S412A120006
- 2. Grantee Name (*Block 1 of the Grant Award Notification.*): Office of the Governor, State of Delaware
- 3. Grantee Address 401 Federal Street, Dover DE 19901
- 4. Project Director Name: Ariel Ford Title: Acting Executive Director
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Email Address: ariel.ford@doe.k12.de.us

Reporting Period Information

- 5. Reporting Period: From: 01/01/2012 To: 12/31/2016

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: 7/1/2016 To: 6/30/2017 (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

Executive Summary

The Executive Summary is the State's opportunity to tell the story of its Race to the Top—Early Learning Challenge (RTT-ELC) Grant. Reflect on your State's accomplishments over the grant period and, in a couple of pages, share (1) the vision for RTT-ELC in your State (2) What has changed in the State and in early learning programs as a result of RTT-ELC (3) the lessons learned in implementing a comprehensive reform agenda. You may also want to share planned next steps for this work. The Executive Summary should be no more than ten pages in length.

Accomplishments: Delaware made significant progress throughout the Race to the Top Early Learning Challenge in four identified areas: 1) continued success in implementing Early Learning Challenge Activities and exceeding outcome targets; 2) building state and community awareness and support of a high-quality early learning system; 3) establishing a permanent governance structure for the state's early learning system and ongoing leadership; and, 4) building a plan for sustaining key Early Learning Challenge initiatives and progress after the Early Learning Challenge funding expires.

Key Performance Targets met or exceeded in Year Five include:

- The number of early learning programs participating in the state's quality rating and improvement system has grown from 134 to 545, with 76% of participating programs rated in the top-quality tiers exceeding the target for performance.
- More than 95% of the children with high needs (13,214) were served in programs participating in Delaware Stars in 2016.
- The number of early learning professionals receiving T.E.A.C.H.® Early Childhood Scholarships for working toward early childhood degrees or credentials is up to 185 in 2016.

Success in these and other key grant performance measures clearly indicate that the grant influenced positive system change which directly benefits our state's earliest learners and their families. A detailed description of accomplishments, by Early Learning Challenge goal area, is provided below.

Delaware's early learning system work continues to be guided by the Delaware 2013-2018 Early Childhood Strategic Plan, (<http://decc.delaware.gov/files/2015/12/Tab-6A-2013-2017-Strategic-Plan.pdf>.) This Plan was created by the Delaware Early Childhood Council, the State's Early Childhood Advisory Council, and enjoys broad, strong support among a coalition of public and private agencies, policymakers, early learning programs, and community leaders. Within the context of the Plan, Delaware's ongoing, comprehensive commitment to building an early learning system of the highest quality for its most at-risk young children and their families is reflected in the following accomplishments across the Early Learning Challenge Grant's four goals:

Goal 1: Expand comprehensive screening and follow-up for young children

- Through the life of the grant, health providers were engaged in developmental screenings for young children and using best practice by using a standardized tool (the Parent Evaluation of Development Status (PEDS). In Year Five, more than 20,190 screens were completed and entered into the Division of Public Health's PEDS portal.
- Broadened the base of providers offering developmental screening to include trained staff at early learning programs. The grant funds provided programs in Delaware Stars the opportunity to conduct developmental screenings using a standardized tool, the Ages and Stages Questionnaire 3 SE. In Year Five, more than 4413 young child development screenings were conducted utilizing the Ages and Stages Questionnaire.
- In January 2015, Delaware Stars required all programs verifying or re-verifying at the 4 and 5 Stars level to use a developmental screening tool for each infant, toddler, and

preschooler enrolled in the program annually. Training, technical assistance, and tools to meet this requirement are available statewide.

- The Early Childhood Mental Health Consultation Service continued in Year Five, and will continue with state identified funds. During Year Five, Challenge grant funds supported 5 out of the 11 full-time licensed behavioral health clinicians acting as Early Childhood Mental Health Consultants. These consultants are trained and skilled in providing supports to early learning program staff as they support young children's social and emotional development in early learning settings. With 100% of Delaware Stars programs having access to this important service, more than 2649 child-specific consultations were provided during the life of the grant.

Goal 2: Expand Delaware Stars and increase the number of children with high needs enrolled in highly rated Stars programs

- Delaware Stars surpasses the target of 419 for the total number of programs in the TQRIS by increasing the total number of early learning programs participating in Stars to 545.
- More than 418 programs were in the top tiers of Stars, exceeding the 54% top quality tier performance target at 76%.
- 76% of high-needs children birth to five in licensed care that attend a highly-rated program.

Goal 3: Build connections between early learning and the K-12 schools

- Completed Early Learner Surveys for 9726 children (97% of all kindergarteners). The Delaware Early Learner Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development, including these areas as set by state law: Language and literacy development; Cognition and general knowledge; Approaches toward learning; Physical well-being and motor development; and Social and emotional development. In order to facilitate the practical application of these data, the Office of Early Learning is facilitating training and technical assistance with LEA leadership and kindergarten teachers.
- In Year Five, all Stars level 4 and 5 early learning programs have access to use the Teaching Strategies GOLD online formative assessment. This permission is released upon completion of an online training through Delaware's professional development system. Programs are required to have one administrator and one teacher from each of their age-level classrooms trained on Teaching Strategies GOLD.
- The Delaware Readiness Teams are 20 statewide teams comprised of families, early childhood programs, educators and community and business leaders working together to help build strong links connecting children from birth to grade three and beyond so they are prepared for school and life, using information based on community assessments to determine what is needed most in their individual communities. These teams have established a presence in their communities and have built partnerships with stakeholder organizations to enhance and expand efforts. One of their most recent partnerships is with the Delaware Division of Public Health supporting the Early

Childhood Comprehensive Services Impact grant. The ECCS Impact grant was awarded to 12 states with the following goal: *Within 60 months of the program start, the program's primary aim is for participating communities to show a 25% increase in age-appropriate developmental skills among their communities' three (3) year old children.* This grant utilizes a Collaborative Improvement & Innovation Networks (CoIIN) approach – a multidisciplinary teams of federal, state, and local leaders working together to tackle a common problem that participants to self-organize, forge partnerships, and take coordinated action to address complex issues through structured collaborative learning, quality improvement, and innovative activities - which aligns with the approach of the Readiness Teams. The five Readiness Teams located in New Castle County serve as the Place-based Community team for one of the two targeted geographic areas, implementing activities to support the ECCS Impact grant.

Goal 4: Create and sustain system with strong parent and community engagement and advocacy

- Governor Markell's recommended budget for State Fiscal Year 2017 included an \$11.3 Million request for sustaining early learning progress. The budget request, submitted through the Children's Department to the Office of the Governor, included funding to continue priority programming and systems elements including: tiered reimbursement; onsite program improvement technical assistance; provider compensation programming, T.E.A.C.H Early Childhood® scholarships, Delaware Readiness Teams, and Early Childhood Mental Health Consultants. Office of Early Learning was allocated \$9.3 million to continue the work from the Early Learning Challenge Grant.
- Governor John Carney continued this funding precedent with \$4.7M being proposed in his FY 2018 budget in order to support high-quality programs serving children with high-needs. This funding would be in addition to funding to support ongoing systems components and quality initiatives.
- Partnerships continue to grow stronger between the participating state agencies and community organizations. The committed, dedicated participation of high level representatives on Delaware's Early Childhood Council, Interagency Resource Management Committee, and ongoing communication and shared work helps address implementation challenges and remove barriers.
- The Office of Early Learning continues to support the Delaware Readiness Teams, 20 statewide teams comprised of families, early childhood programs, educators and community and business leaders working together to help build strong links connecting children from birth to grade three and beyond so they are prepared for school and life, using information based on community assessments to determine what is needed most in their individual communities. These teams provide opportunities for parent and community engagement to advocate on behalf of children and families early learning needs. The teams had a large presence at Delaware's Advocacy Day in May 2016 and throughout the state through their ongoing family engagement facilitation with within their communities. In Sussex County, teams partnered with Browse About Books to receive free books for the team's book mobile and, during the summer months, they partnered with the Delaware Department of Education's Summer Food Service Program, who provided a free lunch for each child who received a book at the book

mobile. Other partnerships included a relationship with the local Department of Health in Milford, DE in which they enhanced the community gardens project by providing workshops and information to families in the community on healthy eating and meal preparation using the produce from those community gardens. Also in Kent County, families with rising Kindergarteners were hosted by the Dover Public Library for a book reading by the author, Alexander McNeese, and every child received a signed copy of “Joshua and Jasmine go to Kindergarten” a book set in the local area. These partnerships are a few examples of how stakeholder relationships have turned into partnerships that have strengthened parent and community engagement and advocacy that will continue to evolve and expand throughout the state.

Challenges and Lessons Learned:

Over the past year, the Office of Early Learning has implemented the sustainability plan for Early Learning Challenge projects that were identified as high-priority and high-impact. Delaware has worked with partner agencies to identify efficiencies, and to determine which programmatic elements are most successful in supporting long-term goals. Efforts continue to review programs and their funding, including aligning funding across agencies to support; efforts also continue to work across agencies to provide high-quality services and aligned programming. In the fall/winter of 2016 Division of Social Services (DSS), Office of Child Care Licensing (OCCL), and Office of Early Learning (OEL) worked together to develop a plan to address new Child Care Development Fund (CCDF) training requirements. Because DSS is the administrator of CCDF, OCCL monitors training, and OEL provides training, this collaboration is working to support early learning educators and administrators receiving the trainings needed to provide high-quality care. This is a small example of how agency collaboration is aligning practices and maximizing state and federal funding for the betterment of the early childhood system.

Strategies to Address Challenges and Future Work:

The Office of Early Learning will continue to ensure a quality improvement approach to all systems development and programming. OEL is fully integrated into the Department of Education, and will continue to collaborate with other workgroups and agencies to support children’s learning, growth, and development. OEL will continue to use data and shared learning to inform decision-making. Upcoming work includes:

- 1) Workforce Development and Supports
 - 2) TQRIS Revision
 - 3) Strengthen Access to and Quality of Early Learning Programs
- Delaware will engage in continuous quality improvement of systems serving early learning programs. Included in this are four immediate strategies:
- a. Execute early learning plans outlined in Delaware’s Every Student Succeeds Act plan;
 - b. Develop a strategic plan to increase access to Delaware’s state pre-kindergarten program;

- c. Leverage Delaware’s two Early Head Start – Child Care Partnership grants to improve infant and toddler systems and services;
 - d. Develop strong partnerships with K-2, including a shared understanding of formative assessment and supporting children’s transition into the public-school system.
- 4) Understand the needs of families with children birth to five, including the need for increased access to home visiting.

Core Areas

A. Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in aligning and coordinating early learning and development across the State.

Please report on your progress against all applicable goals, targets, and projects in the State’s application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Delaware did not write to change the overall state governance structure. The existing governance structure was used to implement and manage all aspects of the Early Learning Challenge, and Delaware is proud to have accomplished the goals outlined in this report.

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (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).

In fall/winter 2015, a permanent home for the Office of Early Learning was established within the Delaware Department of Education. OEL is a separate branch within the department and reports directly to the Department of Education Cabinet Secretary. OEL continues to work directly with participating state agencies-the Department of Education, Health and Social Services and Services for Children Youth and Their Families-and many community partners to implement the work that thrived during the Challenge grant and that has continued through our sustainability plan.

The Delaware Early Childhood Council, with members appointed by the Governor, is an advisory body which provides oversight for the State Early Childhood Strategic Plan. In support of the Delaware Early Childhood Strategic Plan, there have been four standing committees aligning respectively with the four strategic plan goals that incorporate the Early Learning Challenge grant goals. These committees provide stakeholder input and advocacy, laying a strong foundation to sustain the gains made through the Challenge. The work of these committees continues, and the efforts of these committees continue to be guided by data and current research.

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 four-year grant and No-Cost Extension period.

Through the years of the grant, significant effort went into the sustainability of stakeholders. OEL knew that a strong and wide base of engaged stakeholders was critical to sustain the gains that were outlined in the Early Learning Challenge grant. OEL was fortunate that Governor Jack Markell continued to be the state champion for quality early learning for the life of his governorship. It was through his championship that OEL was awarded the \$9.3 million to sustain the most critical projects identified in the Early Learning Challenge grant. Delaware has since elected another champion of early learning, Governor John Carney. Governor Carney is heavily focused on ensuring children enter kindergarten ready to learn, and has allocated an additional \$4.7M in his FY 2018 budget to the state general assembly. This longstanding and ongoing support for early learning positions Delaware to thrive after the Early Learning Challenge, and to continue to grow, develop, and maintain systems that will improve the lives of young children and families.

The business community continues to actively be engaged in supporting the development of a high-quality early learning system for Delaware. The Commission on Early Education and the Economy, a sub-committee of Delaware Business Roundtable's Committee on Education, was the leading business advocacy group supporting investment in quality early learning for the final years of our grant. Top business executives from small, medium and large companies participate on the Commission. Members led by giving presentations to affiliate business groups and writing letters to the editor in support of public investment in quality early learning programs. This work continues with new members becoming involved in support of early learning.

Many stakeholders participated by serving on one of the Delaware Early Childhood Council's four committees. Three of the four committees address system implementation issues and program and service development. The sustainability committee addresses policy, funding and data issues.

Strong partner organizations who are key stakeholders have taken a very active role in the implementation of the Challenge grant initiatives as the grant comes to a close. These stakeholders have become the lead partners in implementing the initiatives and supports such as:

- Delaware Institute for Excellence in Early Childhood administers the Delaware Stars for Early Success TQIRS and the Professional Development project (Goal 2);
- Child and Families First, Inc. administers the Infrastructure Fund and employed some Delaware Stars technical assistants (Goal 2);
- Delaware Association for the Education of Young Children administered the Compensation, Retention and Education (CORE) awards initiative and will administer the new compensation system, WAGE\$® (Goal 2);
- Delaware Early Childhood Center administered the Del Teams initiative (Goal 3);
- Easter Seals of Maryland and Delaware partnered by managing the developmental screening training for Delaware Stars program on the use of the Ages and Stages Questionnaire-SE and employed some of the Delaware Stars technical assistants (Goal 2);
- McCormick was the managing partner for the Early Learning Leadership Initiative (ELLI) (Goal 2);

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had an impact on or was the result of the RTT-ELC grant. Describe the expected impact.

In FY 2017 the Delaware legislature provided the financial resources necessary for Delaware to continue supporting early learning programs. The \$9.3M additional investment in this fiscal year allowed Delaware to fund, for example; Tiered Reimbursement for high quality programs, WAGES® compensation program, Delaware Stars for Early Success Technical Assistance, Early Childhood Mental Health Consultation, and Developmental Screenings. Delaware is confident that these and other evidence-based programs will continue to allow children and families access to supports that will provide them with the resources needed to enter kindergarten ready to learn. In FY 2018 Governor Carney has proposed an additional \$4.7M to support 3, 4, and 5 Star programs serving high-needs children birth to five.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan during the four-year grant and No-Cost Extension period.

The commitment and participation of the three original participating state agencies remains in place as described in the Early Learning Challenge grant application, and continues to grow stronger by ongoing collaboration and partnership supporting the state's early learning system vision.

B. High-Quality, Accountable Programs

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in the area of improving quality in early learning programs in your State, including development and use of a Tiered Quality Rating and Improvement System (TQRIS).

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Delaware Stars for Early Success has surpassed the target of 419 for the total number of programs in the Delaware Stars by growing the total number of early learning programs participating in Stars to 545. More than 418 programs were in the top tiers of Stars, exceeding the 54% top quality tier performance target at 76%. Delaware has revised the TQRIS from a fully points-based system to a hybrid system, and will use new information and data from the Delaware Stars validation study as well as other national validation studies to continue refining the TQRIS, both the rating and the improvement components, in order to most successfully support children's healthy growth and development.

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

Please check all that apply – The State’s TQRIS is based on a statewide set of tiered Program Standards that address or are aligned with:

- Early learning and development standards
- A comprehensive assessment system
- Early childhood educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

Describe progress made during the reporting year and across all five years of grant implementation in ***developing or revising*** a TQRIS that is based on a statewide set of tiered Program Standards.

The final year of the grant, Delaware Stars implemented the final two of the six “Essential Standards” for 4 and 5 Star related programs. The new quality indicators increased the distinction between the two highest levels of the tiered system, and aligned the quality across the state to standardize critical aspects of care.

January 2015, programs reaching 4 and 5 Star quality were required to meet the Essential Standards for using a developmental screening tool with each child enrolled, at least once per year. All the Star 4 and 5 programs are currently using Ages and Stages SE as the developmental screening tool. Training, technical assistance, and the tool itself are provided at no cost to programs through the Office of Early Learning.

January 2015, the Administrator Credential was also added as an Essential Standard for 4 and 5 Star child care center administrators in 4 and 5 Star programs. A total of five pathways were developed for this Credential; however, the primary pathways for completion of this Credential were college coursework and Aim4Excellence.

In 2016 three Essential Standards became required. The first, effective in January, requires 4 and 5 Star programs to verify or re-verify by using a formative assessment on all infants, toddlers, and preschoolers at least twice per year; the second, effective in July, requires the Curriculum and Assessment Credential for the Curriculum Coordinator for each program verifying or re-verifying at a 4 or 5 Star level; the third, effective in July, requires programs verifying or re-verifying at a 5 Star level to use information from children’s observations, the comprehensive curriculum and formative assessment, the Delaware Early Learning Foundations, and families to design daily activities, lesson plans, and individualized goal plans.

The Delaware Stars process guides programs through a progression of best practices, stepping incrementally toward whole-program best practice. Essential standards clearly define the course of action necessary to reach whole-program best practice. Delaware will continue to use evidence and research based methods to improve the TQRIS, and will use learning from the RAND report, and all the Early Learning Challenge validation studies to work toward more successful measurements of and improvements to quality child care, and the components most closely linked with child outcomes.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year and across all five years of grant implementation in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant period and the No-Cost Extension period.

In Year Five, Delaware has focused on supporting the existing programs in Stars. While the number of programs in Stars for the final year has decreased to 545 (from 565), the number of programs being at the top tiers of quality (3, 4, or 5 Star) has increased to 418 from 374.

Delaware established quality benchmarks as part of the Delaware Stars, and in implementation statewide prior to the Delaware's Early Learning Challenge grant application. Delaware has standards alignment/reciprocity in place for its state preschool program, Head Start and nationally accredited programs. Delaware Stars is based on a set of comprehensive program quality standards and is grounded in the state's early learning standards, the Delaware Early Learning Foundations.

In the final year of the grant, Delaware continued to see growth in the number of programs moving up to the higher Star levels. A variety of supports and incentives have made this growth possible.

- Tiered reimbursement continues to be one of the strongest supports for high quality rated child care programs in Delaware. In 2016 over 540 programs received tiered Purchase of Care reimbursement, with a total of over \$15M being paid to high quality providers.
- Compensation, Retention and Education (CORE) Awards, cash incentives for increased formal education or credentials, were given to more than 1500 early educator for the life of the grant. This award was directly linked to the Delaware's Career Lattice, which was used to determine the staff education points in Delaware Stars. Through state funds allocated in FY 2017, Delaware transitioned from CORE to the evidence based WAGES® program.
- Over \$180,000 was awarded in Quality Improvement Grants to child care programs in support of their work toward a Star level 3, 4, or 5. These grants were used to fund facility improvements, professional development, curriculum, and other materials and purchases required for increased quality.
- Technical assistance and professional development remained a cornerstone of support for programs entering the TQRIS, progressing in the TQRIS, and re-qualifying. OEL is working with Delaware Institute for Excellence in Early Childhood to improve technical assistance and training services by providing multi-part professional learning opportunities anchored by technical assistance in a variety of content areas.

This constellation of supports has been successful in increasing the number of programs entering and progressing in Delaware Stars. Delaware's early learning community has continued to show statewide dedication to quality, and this has been supported through sustainability funds.

Performance Measure (B)(2)(c)

In the **Final Progress Report Excel Workbook** 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. Grantees will need to populate the table using last year’s APR data and include data on “Actuals” for the No-Cost Extension period.

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

TARGETS										
Number and Percent of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start ¹										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds										

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.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start ¹																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds																		

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

(B)(2)(c) Data Notes

Delaware has 11 Early Childhood Assistance Programs (ECAPs) across the state with all of them enrolled in the TQRIS. The Early Head Start and Head Start programs are all enrolled in the TQRIS and begin at a Star level 4 through the alternative pathway process. In order to progress to a Star 5, ECAPs must have an assessment and verification by Delaware Stars.

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

Describe the State’s 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 during the reporting year and across all five years of grant.

Delaware Stars ensures a rigorous rating and monitoring process. Programs requesting a 3, 4, or 5 Star rating enter into a 60-day assessment window, with seven “black out days” in which no assessors will visit. During this window, unannounced visits from reliable Environment Rating Scale (ERS) assessors and from Standards Verifiers occur. These visits comprise the total points score for the Star rating. Four and five Star rated programs must meet higher ERS cut scores, and must meet Essential Standards. These steps, along with the addition of the Essential Standards, have moved Delaware toward a more rigorous monitoring process and support “quality every day” over “quality for a day”.

Promoting access to High-Quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).

Please check all that apply – The State has 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:

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year and across all five years of grant implementation based on the policies and practices above.

Delaware has a longstanding commitment to serve our most vulnerable children. Several programs have been aimed at increasing access to high-quality early education for children with high needs. These programs ranged from supporting high quality provider practices, to cash awards for both providers and programs, leading to over 76% of high-risk children attending group care being in top-tier (3, 4, 5 Star) child care programs.

The cost of providing quality can be a barrier to implementing best practices in a child care setting. Improved materials, curricula, technology, and professional development have an associated cost. Delaware has made several impactful policy and program decisions over the life of the grant in order to maximize access to high quality child care for all children, particularly children with high needs.

The \$15M plus investment for tiered reimbursement for FY 17 is a significant support for higher quality care, helping programs offset the cost of meeting the higher DE Stars standards.

Child care providers working in a 3, 4, and 5 Star programs were eligible for Compensation, Retention, and Education Awards (CORE Awards) with over \$6M going to providers throughout the life of the grant. These salary supplements incentivized the early educators to attain higher levels of education or credentials to remain in their child care programs so that children had the greater continuity of care.

Child care providers were also eligible for T.E.A.C.H.® scholarships to help with tuition and associated costs. Over 185 participants in Year 5 received scholarships to work toward a degree or a certificate.

Delaware Stars included opportunities for programs to strengthen educator qualifications, family engagement and health promotion. Delaware Stars promoted developmental screenings and child formative assessments by offering an array of supports over the life of the grant. With both Early Learning Challenge funding, and sustainability funding, no-cost professional learning opportunities are offered on identified standardized screening and assessment tools, materials, online database access and specialty technical assistance to support Stars programs working on best-practice indicators. The Stars programs responded to these supports in a positive manner with over-subscribed training and high satisfaction ratings. Many programs leveraged multiple Stars program supports, for example purchasing computers and obtaining better technology through Quality Improvement Grants while engaging in professional development on the online Teaching Strategies GOLD assessment instrument, to increase their Star level and overall program quality.

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

In the **Final Progress Report Excel Workbook**, 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.												
Type of Early Learning & Development Program in the State	TARGETS					ACTUALS						
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Number of Programs Enrolled in the TQRIS												
Number of Programs in Tier 1												
Number of Programs in Tier 2												
Number of Programs in Tier 3												
Number of Programs in Tier 4												
Number of Programs in Tier 5												
Number of Programs Enrolled But Not Yet Rated												

In the **Final Progress Report Excel Workbook**, 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	TARGETS									
	Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start ¹										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
First 5 California Child Signature Program										

¹ 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 Programs in the State	ACTUALS																	
	Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																	
	Baseline			Year 1			Year 2			Year 3			Year 4'			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start ¹																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
First 5 California Child Signature Program																		

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

Data Notes

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its “highest tiers”?

Delaware defines high tiers as Star levels 3, 4 and 5. For programs to be at a Star level 3, they have to obtain at least 40 points and score a minimum of 3.40 on the Environment Rating Scale assessment. For Star level 4, they have to obtain at least 60 points and 4.40 on the Environment Rating Scale assessment, and the Star level 5 at least 80 points and 5.40 on the Environment Rating Scale assessment. Additionally, 4 and 5 Star programs must meet Essential Standards in: provider qualifications and education, child screening, child assessment, and curriculum. Star 5 programs must also meet the Essential Standard of Integration of Child Observation and Curriculum. Points are determined from the following standards:

- Family and Community Partnerships
- Qualifications and Professional Development
- Management and Administration
- Learning and Environment and Curriculum

Validating the effectiveness of the State TQRIS (Section B(5) of Application).

Describe progress made during the reporting year, and across all five years of grant implementation, in validating the effectiveness of the TQRIS during the reporting year and across all five years of grant implementation, including the State’s strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children’s learning, development, and school readiness. Describe the State’s strategies to ensure that measurable progress was made by the end of the four-year grant and No-Cost Extension period.

In preparation for the evaluation of the TQRIS/Delaware Stars as proposed in the ELC application, the Delaware Office of Early Learning sought extensive input from all key stakeholders for the TQRIS, including elected and appointed officials, policy makers, community foundations, business leaders, advocates, technical assistance and professional development leaders and early childhood programs providers to clarify and prioritize the state's evaluation questions. This information was used to develop a request for proposals which attracted several applications. A rigorous review process which included key stakeholders resulted in the identification of RAND as Delaware's TQRIS evaluation partner.

In Year Five, RAND completed the validation study for Delaware Stars. Key findings included:

Delaware Stars Ratings and Program Quality

- Alternative measures of program quality increased modestly as Delaware Stars rating levels rose.
- For the most part, alternative measures of program quality were not positively related to scores on the components that make up the Delaware Stars ratings.

Delaware Stars Ratings and Child Developmental Outcomes

- Differences in children's development across rating tiers were generally small and statistically insignificant.
- Children from low-income families did not experience differential learning in higher-rated programs when compared with lower-rated programs.
- Two quality domains of Delaware Stars were predictive of modest differences in selected children's outcomes.
- These findings for Delaware Stars are consistent with those from QRIS validation studies in other states.

Delaware Stars System Performance

- Delaware Stars makes a substantial investment in technical assistance (TA), and TA is highly valued, although there may be room for improvement.
- Financial incentives represent another area of significant investment for Delaware Stars, and directors view the funds as valuable for improving quality.
- Low parental awareness of Delaware Stars limits value to providers from participating in Delaware Stars.
- Programs face challenges in advancing through the rating tiers, but they are motivated to improve quality.

Recommendations

- Learn from other QRIS validation studies. With nearly two dozen states involved in QRIS evaluations, the Delaware Office of Early Learning (OEL) should look beyond

the findings of any one study for any particular QRIS and discern the broader findings with relevance for QRIS design and implementation.

- Consider further refinements to the Delaware Stars rating structure. OEL should consider a simplified, streamlined rating system based on measures of the dimensions of quality that appear to matter most for achieving the goals of the QRIS, such as improvements in child developmental outcomes.
- Strengthen quality improvement supports in Delaware Stars. With respect to TA in particular, there is scope for lowering TA caseloads, increasing TA training, and improving the guidance that TAs provide.
- Strengthen the marketing of Delaware Stars to families, drawing on best-practice guidance in the field. Any marketing activities and their timing would need to account for any further planned modifications to Delaware Stars.
- Enhance administrative data systems to support ongoing system monitoring and quality improvement. OEL should invest in a data manager to revise the Delaware Stars database both by reducing the number of data elements collected and by improving the accuracy of the data elements that remain.

Delaware is committed to using the RAND validation study, along with other Race to the Top TQRIS validation studies, to improve the quality and efficacy of the TQRIS. Delaware Stars remains an important driver of quality in Delaware child care. Stakeholders (Office of Early Learning, Delaware Stars, Delaware Institute for Excellence in Early Childhood, Delaware Early Childhood Council) are optimistic that actionable changes to Delaware Stars will be implemented as research brings to light indicators most closely linked with high-quality programs and child outcomes.

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 needs to complete only those sections that correspond with the focused investment areas outlined in the grantee’s RTT-ELC application and State Plan.

Focused Investment Areas

C. Promoting Early Learning Outcomes

Early Learning and Development Standards (Section C(1) of Application)

Describe the progress made in the reporting year and across all five years of grant implementation, including 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. Please describe the State’s strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Revision the Delaware Early Learning Standards was identified as a potential project for the No-Cost Extension period; however, this project was not initiated through the Early Learning Challenge.

Comprehensive Assessment Systems (Section C(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Over the course of the grant, there were 230 child care programs with 1065 unique users utilizing the Teaching Strategies Gold online formative assessment with children ages birth to 5 years. While programs may select other child assessment instruments, the Early Learning Challenge grant funds were used to provide training and technical assistance in this instrument, and to support providers using data to inform instructional decision making. Across the state, programs sent one administrator and one teacher from each of their age-level classrooms to a training on Teaching Strategies GOLD, and were then offered free access to the online platform.

The Delaware Institute for Excellence in Early Childhood also completed a Curriculum and Assessment pilot program to build provider capacity to implement curriculum and assessment in Year Four. Implementation continued in Year 5 with plans to expand future offerings.

Health Promotion (Section C(3) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Delaware has long had in place a host of health components that promote early childhood health. Technical assistance in Health and Nutrition, funded through the Early Learning Challenge grant, continued to be available to Stars programs.

In addition, free resources and trainings are available to Delaware's early childhood professionals through DEPDNOW. The online platform increased the State's training capacity to provide just-in-time training to all teachers at any time. The site offered modules to support health, safety, and nutrition, preventing obesity, and active bodies building active minds.

Performance Measure (C)(3)(d)

In the **Final Progress Report Excel Workbook**, 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.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
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											

Date Notes

The baseline data represents estimates as stated in the notes for this chart in the application. Delaware, without an early childhood data system, is unable to derive the data above as anticipated in the application. The reported data is from the Division of Health and Social Services.

The number of children with high needs screened is from the 2015 Annual EPSDT Participation Report for Delaware, number 9 (Total Eligible Receiving at least One Initial or Periodic Screen). This is the most recent data.

The number of children with high needs who participate in ongoing health care as part of a schedule of well child care is also from the same report, number 1a (Total individuals eligible for EPSDT). This is the most recent data.

Of the participating children, the number of the percentage of children up-to-date in a schedule of well child care, was derived from the total eligible children who should have received at least one initial or periodic screen (#8-33,724) from the EPSDT report divided by the total eligible children receiving at least one initial or periodic screen (#9-25,765). Equally 76% participating children who are up to date in a schedule of well child care.

Engaging and Supporting Families (Section C(4) of Application)

Describe the progress made during the reporting year and across the five years of grant implementation. Please describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and No-Cost Extension period.

N/A

D. Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials. (Section D(1) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Through the Early Learning Challenge, Delaware was able to provide extensive evidence of workforce knowledge and competency framework through the credentials. The credentials are the core elements of the TQRIS/Stars. Through the span of the grant, more than 300 individuals were awarded a compensation for obtaining a credential.

A total of 1377 early educators obtained a specialized expertise credentials through the life of the grant. The breakdown for the credentials is as follows:

- Inclusion Credential-total of 238 early childhood providers have obtained this credential
- Infant/Toddler Credential-total of 264 early childhood providers have obtained this credential
- Pre-School Credential-total of 391 early childhood providers have obtained this credential
- Family Child Care Credential-total of 42 early childhood providers have obtained this credential
- Administration Credential-total of 328 early childhood providers have obtained this credential
- Curriculum and Assessment Credential-total of 114 early childhood providers have obtained this credential.

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

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Delaware had multiple strategies in place in a number of areas and is making progress to continue and further the work through successful implementation of several key initiatives throughout the grant life.

- Compensation, Retention and Education (CORE) awards. This initiative provided individual financial awards to more than 1500 early educators totaling more than \$6M. CORE awards were salary supplements for early childhood educators. These awards were based on attainment of increased education or professional credentials and retention.
- Early Learning Leadership Initiative (ELLI). A total of 82 individuals participated in the Director Credential using the McCormick online leadership curriculum (Aim4Excellence) and worked with a local leader from McCormick in communities of practice to enhance leadership knowledge and build skills.
- Future early educators were able to take Technical Community College courses for credit in their high school classroom. The Dual Enrollment initiative worked to develop and scale a competent, career focused workforce, and to help these students transition successfully into either a full-time degree program or a part-time degree program and full time employment in the early learning field.
- In order to address new and ongoing professional development needs in the early learning field, Delaware executed a contract with Stacie Goffin to facilitate a cohesive, action oriented Professional Development System Plan and Recommendations. This plan is grounded in a three-pronged charge; 1) enhance the current system 2) develop a next generation system 3) build a bridge between the two. The 13-member committee developed 9 distinct recommendations to accomplish the charge.

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

In the **Final Progress Report Excel Workbook**, 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.											
	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers											
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider											

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.

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										
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)										
Child Development Associate Teacher										
Child Development Teacher										
Child Development Master Teacher										
Child Development Site Supervisor										
Child Development Program Director (Highest)										

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.

ACTUALS												
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												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

(D)(2)(d) Data Notes

The “5” aligned institutions and providers are the authorized entities to offer coursework that leads to the Early Childhood Teacher and Early Child Assistant Teacher credentials including: Vocational High School Early Childhood Programs (4 vocational high schools), Vocational High School Adult Education Programs (4 vocational high schools), Comprehensive High School Early Childhood Career Tracks (14 comprehensive high schools), Delaware Technical and Community College Corporate and Community Programs (3 Campuses), and the Delaware Institute for Excellence in Early Childhood (Statewide program).

OEL tracks and reports the number of early childhood educators obtaining specialized expertise credentials and those qualified for positions in licensed early care and school age centers. The denominator used, 7789, was the number of educators and administrators qualified by OEL to work in a licensed early care and education program at the time of the original Race to the Top application, and was the most accurate information available at that time.

The credentials were newly developed in 2012 with the launch of the Early Learning Challenge. The baseline was zero at that time. Through the life of the grant, a total of 1377 credentials have been awarded to early childhood educators with the breakdown as follows:

- Inclusion Credential-238
- Infant/Toddler Credential-264
- Preschool Credential-391
- Family Child Care Credential-42
- Administrator Credential-328
- Curriculum Assessment Credential-114

E. Measuring Outcomes and Progress

Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

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.

The Delaware Early Learning Survey (DELS) used a customized version of Teaching Strategies GOLD, selected because of the instrument’s validity and reliability and the focus on the whole child observation and assessment. Per Delaware state law, the survey must be administered to participating Kindergarten students within the first 30 days of school, and must cover these domains: language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being and motor development, and social and emotional development.

This past year all schools received or were offered technical assistance prior to the start of school to support the accurate use of the Delaware Early Learning Survey. In FY 2017 97% of Delaware’s kindergarten students were assessed using the DELS.

Early Learning Data Systems (Section E(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation, including 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. Describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Delaware did not write an early learning data system into the Early Learning Challenge grant, and does not currently have a comprehensive data system.

Attach the following final documents:

- **Final Validation Study**
- **Kindergarten Entry Assessment Summary**

Future State plans

Thank you for filling out the Race to the Top—Early Learning Challenge grant Final Progress Report. Please provide the Departments with a description of your State’s future early learning plans.

Delaware is proud of the work accomplished through the Race to the Top – Early Learning Challenge Grant. While the life of this grant has expired, the promise of a comprehensive early learning system continues to inspire the work of Delaware. The Delaware Early Childhood Council’s strategic plan very clearly is in operation through 2018, giving Delaware the opportunity to use the learnings of the Early Learning Challenge grant to update the strategic plan, and to outline the next phase of Delaware’s early learning system. While the strategic plan update is not imminent, there are several agenda items that will begin in the near-term. The near-term future of Delaware’s early learning system will be guided by the following:

- 1) Workforce Development and Supports
Delaware recognizes the need to develop and support the early learning workforce as the workforce continues to move toward degree attainment, and the compensation necessary to retain high-performing talent. The Early Learning Professional Development System Plan and Recommendations provides a foundation for this work, and the execution of an implementation plan will take place in early FY 2018.
- 2) TQRIS Revision
Using state and national validation studies, Delaware will revise the TQRIS to make use of identified best-practices, and to create a more efficient and effective TQRIS. Plans for these revisions will begin in FY 2019.
- 3) Strengthen Access to and Quality of Early Learning Programs
Delaware will engage in continuous quality improvement of systems serving early learning programs. Included in this are three immediate strategies:
 - e. Execute early learning plans outlined in Delaware’s Every Student Succeeds Act plan;
 - f. Develop a strategic plan to increase access to Delaware’s state pre-kindergarten program;
 - g. Leverage Delaware’s two Early Head Start – Child Care Partnership grants to improve infant and toddler systems and services;
 - h. Develop strong partnerships with K-2, including a shared understanding of formative assessment and supporting children’s transition into the public-school system.
- 4) Understand the needs of families with young children, including the need for increased access to home visiting.

The above items will provide a basis for Delaware to bring forth a new strategic plan guided by both the work of the Early Learning Challenge, and by the continued growth of programs and systems serving children and families.



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Budget and Expenditure Tables

Expenditure Table 1: Overall Expenditure Summary by Budget Category— *Report your actual expenditures for the entire grant period.*

Budget Table 1: Budget Summary by Budget Category

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$227,583.00	\$478,268.00	\$399,172.73	\$386,724.19	\$53,263.30	\$1,545,011.22
2. Fringe Benefits	\$85,722.00	\$176,583.68	\$144,762.72	\$149,307.21	\$19,950.10	\$576,325.71
3. Travel	\$680.00	\$11,268.00	\$2,137.22	\$5,411.93	\$3,838.56	\$23,335.71
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$38,396.00	\$75,548.00	\$26,991.01	\$5,601.76	\$6,221.38	\$152,758.15
6. Contractual	\$697,933.98	\$8,742,959.49	\$12,612,145.57	\$17,153,696.56	\$7,831,238.90	\$47,037,974.50
7. Training Stipends	\$0.00	\$40,177.00	\$117,867.71	\$0.00	\$0.00	\$158,044.71
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,050,314.98	\$9,524,804.17	\$13,303,076.96	\$17,700,741.65	\$7,914,512.24	\$49,493,450.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$199,766.00	\$199,766.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$98,364.66	\$75,401.50	\$11,791.84	\$0.00	\$185,558.00
13. Total Grant Funds Expended (add lines 9-12)	\$1,050,314.98	\$9,623,168.83	\$13,378,478.46	\$17,712,533.49	\$8,114,278.24	\$49,878,774.00
14. Funds from other sources used to support the State Plan	\$3,641,713.00	\$7,822,982.00	\$9,875,000.00	\$9,840,000.00	\$19,239,175.28	\$50,418,870.28
15. Total Statewide Expenditures (add lines 13-14)	\$4,692,027.98	\$17,446,150.83	\$23,253,478.46	\$27,552,533.49	\$27,353,453.52	\$100,297,644.28

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds 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 was expected to 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. The State could request to amend this amount if needed.

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

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

Please provide a brief explanation of any discrepancies between the State’s approved budget and its total expenditures for the reporting period.

There are no discrepancies between the State’s approved budget and its total expenditures for the reporting period.

Please provide the Departments with an estimated total of grant funds to be returned to the U.S. Treasury.

The State of Delaware has fully expended all of the available grant funds, therefore; there are no available funds to be returned to the U.S. Treasury.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Outreach to Promote Early Screening and Referral

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$125,833.00	\$802,556.86
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$125,833.00	\$802,556.86
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$125,833.00	\$802,556.86
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$125,833.00	\$802,556.86

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Strengthen Young Child Mental Health Services

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$11,348.00	\$18,791.00	\$18,791.00	\$0.00	\$0.00	\$48,930.00
6. Contractual	\$261,458.00	\$449,647.54	\$622,815.00	\$655,163.00	\$296,928.49	\$2,286,012.03
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$296,928.49	\$2,334,942.03
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$296,928.49	\$2,334,942.03
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$296,928.49	\$2,334,942.03

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Financial Incentive Program for Quality Improvement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$4,319,384.18	\$12,767,505.06
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$4,319,384.18	\$12,767,505.06
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$4,319,384.18	\$12,767,505.06
14. Funds from other sources used to support the State Plan	\$2,201,360.00	\$5,096,373.00	\$7,000,000.00	\$7,000,000.00	\$15,572,452.78	\$36,870,185.78
15. Total Budget (add lines 13-14)	\$2,201,360.00	\$5,096,373.00	\$9,006,335.81	\$13,441,785.07	\$19,891,836.96	\$49,637,690.84

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Infrastructure Fund

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$303,000.00	\$873,227.16	\$560,786.50	\$0.00	\$1,737,013.66
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$303,000.00	\$873,227.16	\$560,786.50	\$0.00	\$1,737,013.66
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$303,000.00	\$873,227.16	\$560,786.50	\$0.00	\$1,737,013.66
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$303,000.00	\$873,227.16	\$560,786.50	\$0.00	\$1,737,013.66

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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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.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Technical Assistance and Stars PLUS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$1,262,517.85	\$7,797,344.82
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$1,262,517.85	\$7,797,344.82
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$1,262,517.85	\$7,797,344.82
14. Funds from other sources used to support the State Plan	\$1,379,067.00	\$2,315,645.00	\$2,500,000.00	\$2,500,000.00	\$3,400,000.00	\$12,094,712.00
15. Total Budget (add lines 13-14)	\$1,447,582.00	\$3,862,650.54	\$4,909,025.55	\$5,010,280.88	\$4,662,517.85	\$19,892,056.82

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Nutrition and Healthy Living

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$121,391.58	\$384,195.33
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$121,391.58	\$384,195.33
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$121,391.58	\$384,195.33
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$121,391.58	\$384,195.33

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Comprehensive Screening

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$34,316.34	\$585,075.12
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$34,316.34	\$585,075.12
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$34,316.34	\$585,075.12
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$34,316.34	\$585,075.12

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Workforce Leadership

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$104,465.75	\$1,155,522.09
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$104,465.75	\$1,155,522.09
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$104,465.75	\$1,155,522.09
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$104,465.75	\$1,155,522.09

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Education and Retention Incentive Program

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$506,800.34	\$6,742,533.88
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$506,800.34	\$6,742,533.88
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$506,800.34	\$6,742,533.88
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$506,800.34	\$6,742,533.88

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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.

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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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Delaware Early Learner Survey

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00
6. Contractual	\$200,216.00	\$421,891.47	\$432,650.30	\$321,376.19	\$258,361.72	\$1,634,495.68
7. Training Stipends	\$0.00	\$40,177.00	\$117,867.71	\$0.00	\$0.00	\$158,044.71
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$204,716.00	\$462,068.47	\$550,518.01	\$321,376.19	\$258,361.72	\$1,797,040.39
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$204,716.00	\$462,068.47	\$550,518.01	\$321,376.19	\$258,361.72	\$1,797,040.39
14. Funds from other sources used to support the State Plan	\$61,286.00	\$45,964.00	\$0.00	\$0.00	\$0.00	\$107,250.00
15. Total Budget (add lines 13-14)	\$266,002.00	\$508,032.47	\$550,518.01	\$321,376.19	\$258,361.72	\$1,904,290.39

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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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.

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Delaware Readiness Teams

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$266,648.06	\$1,085,451.56
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$266,648.06	\$1,085,451.56
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$266,648.06	\$1,085,451.56
14. Funds from other sources used to support the State Plan	\$0.00	\$365,000.00	\$375,000.00	\$340,000.00	\$266,722.50	\$1,346,722.50
15. Total Budget (add lines 13-14)	\$21,594.00	\$592,271.00	\$711,382.16	\$573,556.34	\$533,370.56	\$2,432,174.06

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Higher Education Partnerships

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$0.00	\$435,689.95
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$0.00	\$435,689.95
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$0.00	\$435,689.95
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$0.00	\$435,689.95

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: ORIS Measurement Development

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$188,087.64	\$478,715.02
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$188,087.64	\$478,715.02
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$188,087.64	\$478,715.02
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$188,087.64	\$478,715.02

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: QRIS Evaluation and Validation Study

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$97,585.53	\$1,900,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$97,585.53	\$1,900,000.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$97,585.53	\$1,900,000.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$97,585.53	\$1,900,000.00

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Purchase of Care System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$0.00	\$5,059,600.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$0.00	\$5,059,600.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$0.00	\$5,059,600.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$0.00	\$5,059,600.00

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through 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 Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Parent and Community Engagement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$135,282.01	\$1,464,806.25
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$135,282.01	\$1,464,806.25
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Expended (add lines 9-12)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$135,282.01	\$1,464,806.25
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$135,282.01	\$1,464,806.25

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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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.

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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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Budget and Expenditure Tables by Project -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

Budget Table 2: Overall Grant Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
1. Personnel	\$227,583.00	\$478,268.00	\$399,172.73	\$386,724.19	\$53,263.30	\$1,545,011.22
2. Fringe Benefits	\$85,722.00	\$176,583.68	\$144,762.72	\$149,307.21	\$19,950.10	\$576,325.71
3. Travel	\$680.00	\$11,268.00	\$2,137.22	\$5,411.93	\$3,838.56	\$23,335.71
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$22,548.00	\$56,757.00	\$8,200.01	\$5,601.76	\$6,221.38	\$99,328.15
6. Contractual	\$68,647.00	\$143,682.00	\$231,054.57	\$164,437.21	\$112,932.41	\$720,753.19
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$405,180.00	\$866,558.68	\$785,327.25	\$711,482.30	\$196,205.75	\$2,964,753.98
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$199,766.00	\$199,766.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$98,364.66	\$75,401.50	\$11,791.84	\$0.00	\$185,558.00
13. Total Grant Funds Expended (add lines 9-12)	\$405,180.00	\$964,923.34	\$860,728.75	\$723,274.14	\$395,971.75	\$3,350,077.98
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Budget (add lines 13-14)	\$405,180.00	\$964,923.34	\$860,728.75	\$723,274.14	\$395,971.75	\$3,350,077.98

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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There are no discrepancies between the State's approved budget and its expenditures for the reporting period.

Appendix A:
Performance Measure Data

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

TARGETS								
Number and Percent of Early Learning and Development Programs in the TQRIS								
Type of Early Learning and Development	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	12	100.00%	12	100.00%	12	100.00%	12	100.00%
Early Head Start and Head Start ¹	16	50.00%	23	75.00%	31	100.00%	31	100.00%
Programs funded by IDEA, Part C								
Programs funded by IDEA, Part B, section 619	2	13.00%	4	25.00%	6	38.00%	8	50.00%
Programs funded under Title I of ESEA	2	15.00%	3	23.00%	5	38.00%	7	54.00%
Programs receiving from CCDF funds	136	13.00%	309	30.00%	440	42.00%	521	50.00%
Other Licensed Child Care Providers (not receiving CCDF funds)	66	16.00%	145	35.00%	190	46.00%	207	50.00%

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.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool	13	1	8.00%	12	12	100.00%	11	11	100.00%	11	11	100.00%	11	11	100.00%	11	11	100.00%
Specify	ECAP																	
Early Head Start and Head Start ¹	31	4	13.00%	31	31	100.00%	31	31	100.00%	31	31	100.00%	31	31	100.00%	31	31	100.00%
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619	16	-	0.00%	16	2	13.00%	16	5	31.00%	16	6	38.00%	16	11	69.00%	16	11	69.00%
Programs funded under Title I of ESEA	13	-	0.00%	13	4	30.00%	18	10	55.00%	19	12	63.00%	21	13	62.00%	21	14	67.00%
Programs receiving from CCDF funds	1,045	94	9.00%	1,045	236	23.00%	1,045	418	40.00%	941	478	51.00%	921	481	52.00%	897	459	51.17%
Other Licensed Child Care Providers (not receiving CCDF funds)	615	29	7.00%	415	86	21.00%	332	17	5.00%	463	18	4.00%	511	18	4.00%	298	N/A	

¹ 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.

TARGETS								
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS								
Type of Early Learning and Development	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	843	100.00%	843	100.00%	843	100.00%	843	100.00%
Early Head Start and Head Start ¹	994	50.00%	1,416	100.00%	1,888	100.00%	1,888	100.00%
Programs funded by IDEA, Part C	23	20.00%	37	30.00%	50	40.00%	62	50.00%
Programs funded by IDEA, Part B, section 619	202	13.00%	389	25.00%	591	38.00%	778	50.00%
Programs funded under Title I of ESEA	128	15.00%	193	23.00%	321	38.00%	450	50.00%
Programs receiving from CCDF funds	1,069	11.00%	2,462	25.00%	4,064	47.00%	5,391	55.00%

¹ 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.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%
State-funded preschool	843	72	9.00%	843	500	59.00%	843	658	78.00%	976	976	100.00%	1,191	1,191	100.00%	1,609	1,609	100.00%
Specify	ECAP																	
Early Head Start and Head Start ¹	2,209	227	12.00%	2,209	2,481	112.00%	2,209	2,613	118.00%	2,539	2,539	100.00%	2,020	2,020	100.00%	1,445	1,445	100.00%
Programs funded by IDEA, Part C		12	10.00%	124	23	18.00%	205	68	33.00%	241	177	73.00%						
Programs funded by IDEA, Part B, section 619	1,556	-	0.00%	1,556	-	0.00%	1,659	177	11.00%	1,661	600	36.00%	2,001	401	20.00%	2,247	2,028	90.25%
Programs funded under Title I of ESEA	835	-	0.00%	418	-	0.00%	501	-	0.00%	512	119	23.00%	597	113	19.00%	564	310	54.96%
Programs receiving from CCDF funds	9,806	446	5.00%	9,806	1,113	11.00%	9,806	1,927	20.00%	9,806	4,336	44.00%	12,415	6,869	55.00%	18,981	15,806	83.27%

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

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

	TARGETS				ACTUALS					
	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Children with High Needs screened	23,200	23,650	24,100	25,000	22,755	27,650	27,881	27,776	26,407	25,765
Number of Children with High Needs Referred for Services Who Received Follow-Up/Treatment	5,000	5,100	5,200	5,400	3,980	4,841	4,962	5,070	5,478	5,996
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	31,200	31,200	31,200	31,200	31,200	31,200	40,765	40,593	39,669	38,581
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	27,650	80.00%	83.00%	87.00%	27,650	78.00%	78.00%	77.00%	76.00%	76.00%

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.

TARGETS								
Number and percentage of Early Childhood Educators who have moved up the progression of credentials,								
Type of Credential	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
Inclusion	5	0.06%	30	0.40%	45	0.60%	55	0.70%
Infant/Toddler	-	0.00%	20	0.20%	35	0.40%	45	0.60%
Pre-school	-	0.00%	20	0.20%	35	0.40%	45	0.60%
Family Child Care	-	0.00%	20	0.20%	35	0.40%	45	0.60%
Administration	-	0.00%	45	0.60%	65	0.80%	70	0.80%

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.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials,												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Inclusion	-	0.00%	6	0.07%	149	1.90%	193	2.40%	222	2.80%	238	2.98%
Infant/Toddler	-	0.00%	-	0.00%	143	1.80%	204	2.50%	225	2.80%	264	3.30%
Pre-school	-	0.00%	1	0.00%	218	2.80%	297	3.70%	337	4.30%	391	4.89%
Family Child Care	-	0.00%			25	0.30%	36	0.40%	32	4.00%	42	0.52%
Administration	-	0.00%	7	0.90%	74	0.90%	133	1.70%	258	3.30%	328	4.11%