Early Learning Challenge

2016
FINAL PERFORMANCE REPORT

North Carolina

JUNE2017

Race to the Top
Early Learning Challenge

Race to the Top - Early Learning Challenge
Final Performance Report

CFDA Number: 84.412

North Carolina,
2016

Due: *3/31/2017*

U.S. Department of Education
Washington, DC 20202

Performance Report: Cover Sheet

General Information

1. PR/Award #: *S412A120027*

2. Grantee Name *(Block 1 of the Grant Award Notification.)*: *Office of the Governor, State of North Carolina*

3. Grantee Address *Division of Child Development and Early Education, NC Department of Health and Human Services, 820 South Boylan Avenue, Raleigh, NC 27603*

4. Project Director Name: *Lucy Roberts*   Title: *Executive Director, NC Early Childhood Advisory Council*

   Ph #: Enter phone number. Ext: (extension)   Fax #: Enter fax number.

   Email Address: *lucy.roberts@dhhs.nc.gov*

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: Click here to enter a date. To: Click here to enter a date. (mm/dd/yyyy)
   Approving Federal agency: ☐ED   ☐HHS   ☐Other: please specify.
   (Attach current indirect cost rate agreement to this report.)

Certification

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

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

   ☒Yes

☐No

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

☒Yes
☐No

The Child Care and Development Fund (CCDF) program

☒Yes
☐No

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

Name of Authorized Representative: Lucy Roberts
Title: Executive Director, NC Early Childhood Advisory Council

_____ Date: 4/3/2017
Signature

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.

NC Race to the Top-Early Learning Challenge Grant

North Carolina has successfully completed its Race to the Top-Early Learning Challenge Grant, awarded in 2012, which was a $69.9 million investment in building an effective early childhood system in our State and promoting early learning and development outcomes for North Carolina's children. North Carolina has been an innovative national leader in advancing the early learning and development field through our work on this grant.

Through this grant, North Carolina has built on our long history of recognizing that when each child has the opportunity to fulfill his or her potential, we create the best outcomes in education, health, and economic well-being for everyone in the State. North Carolina has invested in those that shape children's early experiences and environments; valued and prioritized families; supported rural communities; focused on outcomes; and broke new ground that advanced the field of early learning.

Implementing the grant was accomplished through the work of many collaborative partners working for young children and families. Participating State-level agencies included the Division of Child Development and Early Education, the Division of Public Health, the Department of Public Instruction's Office of Early Learning, and the North Carolina Partnership for Children, collaborating with many North Carolina universities, community colleges, local agencies and schools, child care, Head Start, and nonprofit agencies statewide.

The website https://earlylearningchallenge.nc.gov provides comprehensive information about the investments made through this grant and our accomplishments.   The website also features a brief highlight video.

Grant accomplishments include:

- An infusion of new higher education and in-service professional development and technical assistance opportunities and enhancements to support a great early learning workforce. This includes the development and implementation of new courses, leadership institutes, enhanced courses at the community college level, mentoring and support for Birth – Kindergarten (B-K) teacher licensure, new online learning opportunities, and T.E.A.C.H. Early Childhood Scholarships. The grant also provided a Professional Development Bonus Award to qualifying programs to support enhanced workforce development.   In addition, the University of North Carolina at Wilmington and the University of North Carolina at Greensboro now offer online master's degree programs for the workforce in early childhood leadership and administration.

    Specific areas of focus have included leadership development, family engagement, cultural competence, effective implementation of NC's early learning standards, called the *NC Foundations for Early Learning and Development*, and early childhood curriculum and instructional assessment.

North Carolina has also strengthened its Child Care Resource and Referral Network's system of professional development, coaching, mentoring and technical assistance, as well as strengthened the early childhood education associate degree programs offered by the NC Community Colleges across the State through an increase in accreditation and enhanced coursework.

- Completion and promotion of North Carolina's revised early learning and development standards for birth through age five (the *NC Foundations for Early Learning and Development*) through large-scale distribution of booklets; development and implementation of seated and online introductory trainings and online intermediate and advanced level trainings, alignment of community college courses and in-service trainings to the standards; and planning for additional strategies to promote widespread use.

- While North Carolina began its grant with a mature Tiered Quality Rated and Improvement System (TQRIS) built into its licensing system (the NC Star Rated License), the grant provided financial incentives, technical assistance, and other supports to increase, where possible, the number and percentage of programs participating in the Star Rated License and to support programs in moving to the highest star ratings. In addition, North Carolina invested in several strategies to help prepare for future, revised TQRIS standards to further enhance the NC Star Rated License, including a TQRIS Validation Study, enhanced professional development opportunities and incentives for programs to move toward enhanced standards.

- Development of a new program quality measurement tool for use in child care quality rating and improvement systems, including the NC Star Rated License, to help guide continuous quality improvement.   North Carolina continues to lead a consortium of states in additional piloting and validation of the tool to prepare for its release. The tool, the Early Childhood Quality Improvement Pathway System (EQuIPS) is a review system of early childhood program performance and quality that provides a program portrait based on information from observations, document review, and interviews. It allows for a broader understanding and assessment of quality than is captured with measure currently in use.

- Development and implementation of the Kindergarten through 3rd Grade (K-3) Formative Assessment Process to support high-quality teaching and learning in the early grades in our public schools. The K-3 Formative Assessment Process provides a valid, reliable kindergarten entry assessment that has been piloted extensively and implemented, but it is also an assessment process that measures five domains of development (approaches to play and learning, general cognitive development, emotional and social development, health and physical development, and language and literacy development) for use by all kindergarten through 3rd grade teachers. It will be implemented statewide in 1st, 2nd, and 3rd grades

following additional pilot testing as the initiative scales up during the years beyond the grant, with a strong State funded sustainability plan in place.

- Intensive community-based system-building to support young children's early learning and development in four of North Carolina's highest need counties in the rural northeastern region through a "Transformation Zone" initiative. Each of the four counties built system-wide capacity through technical assistance and activities to use implementation science and systems change processes, while also implementing selected strategies for serving children and families, including child care improvements, early literacy, and family support. The four counties also created strategic plans for sustaining their work beyond the grant.

- Strengthening North Carolina's families raising young children through evidence-based programs, including:
  - o Triple P (Positive Parenting Program), which uses multi-level intervention strategies to increase parenting skills for managing children's behavior and building strong relationships. North Carolina is continuing to implement Triple P statewide beyond the grant through community providers and online at http://www.triplep-parenting.com/nc-en/triple-p/
  - o Family Connects, a universal nurse home visiting program that served hundreds of families with newborns in the four county Transformation Zone. The evaluation of Family Connects in the Transformation Zone provides strong evidence for future model expansion in other communities.

- Expansion of a statewide model for screening young children in primary health care settings resulting in increased developmental and autism screening and referral rates for North Carolina's young children within their medical home and an expansion of a statewide infrastructure for consistent and high-quality child care health consultation services. These health and developmental interventions will be sustained statewide in North Carolina beyond the grant.

- Release of the NC Early Childhood Integrated Data System (NC ECIDS) web portal https://ecids.nc.gov to provide access to data to support better insight and answers to early childhood policy and program questions. State funding will provide for the ongoing operations of this important system beyond the grant.

- Comprehensive information about North Carolina's RTT-ELC grant investments and accomplishments is available at https://earlylearningchallenge.nc.gov

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).

North Carolina continued to build on and strengthen its existing system to align and coordinate early learning and development across the State. At the State level, the components of the early learning and development system are governed primarily through the NC Department of Health and Human Services, which houses the Division of Child Development and Early Education (DCDEE) and the Division of Public Health (DPH), and the NC Department of Public Instruction, which houses the Office of Early Learning (OEL).   In addition, the North Carolina Partnership for Children, Inc. (NCPC) is the statewide nonprofit organization that oversees Smart Start, a community-based, public-private early childhood initiative, and has close connections with the state government entities that govern the various components of the system.   NC's RTT-ELC work strengthened the coordination among these agencies, and with other components of the system such as the Child Care Resource and Referral Network and the NC Community College System.   In addition, the Governor's Office maintained a North Carolina Early Childhood Advisory Council, supported by the grant, which provided for collaborative planning across these agencies and others to make recommendations on policy priorities.

An important component North Carolina's RTT-ELC plan for successful state systems was a strong focus on State and local capacity-building and leadership development, including these projects:

North Carolina's **Transformation Zone** Initiative was an intensive system-building effort that involved State and local agencies and stakeholders. The Transformation Zone is discussed in detail in the following "Stakeholder Involvement" section. Evaluation findings of the benefits of the Transformation Zone included enhanced capacity to improve the quality of early childhood systems related to state-county collaboration and increased systems awareness; strengthened county and state infrastructures; and small policy and practice changes.

The Smart Start's **Leaders Collaborative** program brought together local executive leaders across the state to address disparities affecting NC's children. This innovative leadership development program, designed to further the goals of North Carolina's RTT-ELC grant, equips Smart Start Local Partnership Executive Directors and NCPC staff with the facilitative, community-building skills needed to enhance the competencies of individual leaders, build skills for collaboration within organizations and assist community-wide dialogue, planning and action to decrease disparities for young children.

Leaders Collaborative participants worked in four 9-month cohort groups where they determine data-based disparities affecting children in their communities and cultivate the skills needed to convene stakeholders to gather to collaboratively address the disparity. Participants learned together as a Community of Practice, using an interactive online learning tool between sessions. They also received Leading for Equity training, to explore structural racism as it contributes to disparities. Five members of each cohort received additional funding to host Leading for Equity retreats in their local communities. The retreats convened stakeholders, including early childhood teachers, parents, elected officials, administrators, business and public leaders to uncover the impact of structural racism and explore how to increase opportunities for the success of all children.

The evaluation of the Leaders Collaborative and Leading for Equity retreats have produced outstanding feedback and results.

In another project, the overarching goal of the **Early Childhood Directors Leadership Institute** (ECDLI) was to design and administer the implementation of a statewide leadership institute for diverse early

childhood center directors from across the State of North Carolina. As part of the project, curriculum for CEU credits were developed and delivered over the course of each of the three 3-day institutes. In addition to delivery of the curriculum, the Institutes provided for training on other topics including the Program Administration Scale (PAS), the theory and application of Small Tests of Change (STOC), and the process of creating a Change Framework for becoming a culturally competent leader at both the program and systems level. The Program Administration Scale was used to assess the leadership and management practices and capacities of each of the participants in their respective early childhood programs.

The directors participated in curriculum developed by ECDLI: *Introduction to Leadership and Management* (1.0 CEU), and as well as *Leading the Way to Quality-The Director's Role* (0.5 CEU), preparation for the Program Administration Scale (PAS) and *Strategies for Leadership and Management* (0.5 CEU), rolled out through the three 3-day professional development institutes. In total, 70 directors attended all three institutes.

The Early Childhood Directors Leadership Institute worked to create a network of uniquely trained administrators in child care programs across the state. In addition, this project is creating a cadre of well-trained supports for administrators through the training of Child Care Resource and Referral (CCR&R) staff on issues of administration, management and leadership that will then be made available broadly to child care center administrators in North Carolina through both training and technical assistance. The Early Childhood Directors Leadership Institute is being further developed to offer an online 0.5 CEU through the NC Division of Child Development and Early Education's online platform, Moodle, as well as three face-to-face 0.5 CEUs on similar topics to ensure that content is available statewide beyond the RTT-ELC grant funding that supported this project.

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).

North Carolina's Race to the Top-Early Learning Challenge grant was implemented by three Participating State Agencies: the NC Department of Public Instruction, the NC Division of Child Development and Early Education, and the NC Division of Public Health. The NC Partnership for Children (Smart Smart) was also a major partner agency. These agencies contracted with many additional partners for project specific implementation, including nonprofits, universities, community colleges, local agencies, and Head Start programs.

The NC Early Childhood Advisory Council served as the lead oversight agency. The Office of the Governor employed the Project Director, who also served as the Executive Director of the NC Early Childhood Advisory Council. The NC Division of Child Development and Early Education served as the lead fiscal agency.   In addition, a grant management team provided coordination for this multi-agency governance structure and ongoing grant management functions.

Detailed information about North Carolina's Race to the Top-Early Learning Challenge grant is available at http://earlylearningchallenge.nc.gov

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.

Stakeholder involvement was a strategy implemented by many of North Carolina's RTT-ELC grant funded projects.   For example:

K-3 Formative Assessment Process
Stakeholder input is essential for the K-3 Formative Assessment Process. The NC Department of Public Instruction's Office of Early Learning depends on input and guidance from the field in order to provide the most relevant and meaningful support to the various NC stakeholders. Therefore, the NC K-3 Formative Assessment Process Advisory Council was established in 2013 for the purpose of informing and guiding the Office of Early Learning on the development and implementation of a formative assessment process for use in kindergarten through 3rd grade. Membership is diverse, with multiple stakeholders represented (teachers, families, administrators, coaches, college/university faculty) from all eight NC State Board of Education regions. The council meets approximately four times a year. In addition, multiple focus groups with teachers, administrators, and families informed design, development, revisions, training, and implementation.

For more information:
http://earlylearningchallenge.nc.gov/k-3-formative-assessment

http://rtt-elc-k3assessment.ncdpi.wikispaces.net/

Transformation Zone
The Transformation Zone (TZ) is a system change initiative that aimed to build organizational infrastructure and state and county capacity with the goal of improving outcomes for children so that every child comes to kindergarten ready to succeed in school and in life. The project was designed to apply lessons from implementation science to effectively implement selected early childhood strategies and support early childhood systems improvements across the state. Four rural low-resource counties in northeastern North Carolina were selected to participate in the Transformation Zone: Bertie, Beaufort, Chowan and Hyde counties.

The TZ infrastructure consisted of cross-sector state and county leadership and implementation teams. Leadership teams consisted of leaders who have decision making authority to influence funding and policy changes to remove barriers impeding effective strategy implementation. Implementation teams consisted of intervention managers and staff who are directly engaged in implementation activities to support and sustain full and effective use of the intervention. In addition, implementation team members helped to identify barriers to strategy implementation and provide recommendation for policy/practice shifts to leadership teams to effectively implement strategies.

State and local teams participated in "policy to practice feedback loops" to resolve issues and celebrate successes. State agencies that received funding to implement TZ strategies, including the Division of Child Development and Early Education, Division of Public Health, and the North Carolina Partnership for Children, served as key members of the state leadership and implementation teams. Each county had a full-time coach and cross-sector leadership and implementation teams with representatives from various early childhood agencies to support an effective implementation infrastructure.

County implementation and leadership teams, along with key community stakeholders, also engaged in learning to support community building. Training, using the ABLe Change Framework (Foster-Fishman, Michigan State University) supported system building efforts and the development of county plans to engage diverse voices, particularly those of parents and other service recipients. Teams also received training on how to engage in a systems scan process that supported long-range sustainability planning at the county level.

The state and county leadership and implementation teams were supported by a state and county technical assistance team with expertise in implementation science and systems change, including participation from the National Implementation Research Network (NIRN), state implementation specialists, county coaches, and a coach coordinator with the North Carolina Partnership for Children, as well as support for implementing the ABLe Change Framework. These experts supported local and state teams to:
- engage in collaborative decision-making to develop/enhance the functioning of the early childhood system,
- support intentional attention to key activities across the implementation process (such as defining the early childhood system vision, evaluating fit of strategies, creating and carrying out detailed plans, developing communication protocols, and reviewing data to inform decision making and improvement),
- assess individual and organizational capacity to implement strategies and support systems change, and
- develop knowledge and skills to support effective implementation and scale-up of strategies.

At the state level, NIRN and state implementation specialists worked with state leaders and intervention managers (i.e. purveyors) on the state and implementation teams to facilitate planning and coordination among the various strategies, and also served as a liaison to county teams. At the county level, state implementation specialists and county coaches, supported by a coach coordinator, worked with county teams to support implementation of strategies. Dr. Foster-Fishman led counties through the ABLe change framework to support system building efforts in each county.

An evaluation team was engaged to conduct a systems-level evaluation to identify the impacts of the work from the Transformation Zone. Through the TZ, North Carolina had the opportunity 1) to better understand the challenges of early childhood system building efforts at the state level and in under-resourced rural counties and 2) to determine the benefit of investing in a set of cross-sector effective early childhood practices with intentional support and capacity building from a state team. Lessons learned in the TZ will be used to develop and/or refine early childhood strategies across the state.

For more information:

http://earlylearningchallenge.nc.gov/our-projects/transformation-zone

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.

The North Carolina General Assembly has incorporated requirements related to the Kindergarten Entry Assessment into the Excellent Public Schools Act, making this a statewide mandate for all kindergarten children, and has allocated state resources to support the development and implementation of the K-3 Formative Assessment Process.

The North Carolina General Assembly also approved recurring state funding for the ongoing operations and maintenance of the NC Early Childhood Integrated Data System (NC ECIDS) for sustainability beyond the RTT-ELC grant funding.

The Governor of North Carolina issued an Executive Order that created and provided for the operations of a North Carolina Early Childhood Advisory Council throughout the grant period. This Council is expected to continue beyond the grant.

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.

There were no changes. The participation and commitment of the Participating State Agencies remained consistent and strong throughout North Carolina's grant.

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).

North Carolina led the nation in developing a common, statewide Tiered Quality Rating and Improvement System and, at the time the RTT-ELC grant was awarded in 2012, North Carolina was one of the very few states with a TQRIS built into its licensing system, called the NC Star Rated License. North Carolina's RTT-ELC grant supported many activities to help prepare for future, revised TQRIS standards to further enhance the existing NC Star Rated License. The NC QRIS Advisory Committee developed extensive recommendations for consideration, which guided this work. Accomplishments during the grant include:

TQRIS Validation Study

Frank Porter Graham Child Development Institute (FPG), in partnership with Child Trends, collaborated with North Carolina's Division of Child Development and Early Education (DCDEE) to conduct a validation study of North Carolina's TQRIS, the Star Rated License system. The validation study included two phases: (1) an exploration and model development phase, and (2) a model testing phase.

In Phase I, the research team solicited feedback from providers and key stakeholders and gathered other data to inform possible revisions to the NC Star Rated License. DCDEE used the information to develop alternative TQRIS models. Existing programs were then mapped onto the alternative TQRIS models using available data and a small-scale data collection effort. The model with the best fit to the state's goals (i.e., increasing the minimum and highest standards and representing incremental improvement overall) was selected for further testing in Phase II.

Phase II involved implementing a validation study to test the selected model. Data collection included program-level quality data, classroom observations, director interviews, on-site document reviews, family surveys, and direct child assessments. Participants in Phase II included 176 child care centers, 70 family child care homes, and 786 children and their families.

Details about the study results are provided in the section below "Validating the Effectiveness of the State TQRIS."

Early Childhood Quality Improvement Pathway System (EQuIPS)

North Carolina is leading consortium of states to develop, pilot, and validate a new program quality assessment tool, the Early Childhood Quality Improvement Pathway System (EQuIPS). EQuIPS is a review system of early childhood program performance and quality that provides a program portrait based on information from observations, document review, and interviews. This portrait can be used in varying ways within a TQRIS and help identify pathways for programs to improve experiences for children and families. EQuIPS is intended to address critical aspects of program quality related to children's developmental and learning outcomes

The EQuIPS consortium is led by faculty from the Department of Human Development and Family Studies at the University of North Carolina at Greensboro and includes collaborators with the University of Delaware and the University of Kentucky, with more collaboration from other states expected. EQuIPS will allow for a broader understanding and assessment of quality in early care and education programs than is captured with measures currently in use. Although the conceptualization of items and the measurement process has a foundation in children's development and learning, both classroom and administrative practices known to promote optimal experiences for children and

families are the focus of the measure. This approach is different in that current measurement approaches often emphasize the classroom as the unit of analysis with little attention to the programmatic systems that underlie classroom performance.

EQuIPS is grounded in early learning and development standards as well as current theory, research, and recommended practices in the field of early childhood education, leading to a focus on practices that support important developmental outcomes valued across multiple states. Items span infant, toddler, and preschool age classrooms and will be relevant for the broad range of programs included in a TQRIS. EQuIPS is designed to take into consideration multiple sources of evidence from program administrators, teachers, and classrooms/homes, through multiple methods of data collection including program document review, interviews, and observations. This comprehensive assessment will result in a program level portrait showing programs' strengths and areas for improvement.

Recommendations based on data analyses will lead to the refinement and streamlining of the current version of EQuIPS to allow for a comprehensive yet more efficient measure. The validation pilot study of the new measure will help inform and strengthen NC's TQRIS system as well as those in other states.

Family Engagement

The NC Head Start State Collaboration Office completed a statewide family engagement training and coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leveraged the expertise of high-quality Head Start and Early Head Start programs in North Carolina to lead the training/coaching efforts. A well-coordinated information-sharing campaign was established to disseminate news of available family engagement activities for early childhood programs in North Carolina that included direct mailings and press releases, and referrals by partners like Child Care Resource and Referral (CCR&R) agencies and local Smart Start partnerships.

Twenty-two Head Start/Early Head Start training hubs were selected to provide training on family engagement strategies, technical assistance, demonstration and coaching, and follow-up as needed to the early childhood workforce in programs licensed by the NC Division of Child Development and Early Education. Professional Learning Community Technical Assistance Support meetings were held on a regional basis to provide support to the hubs. The training hubs delivered training, coaching and follow-up as needed reaching 33.8% of licensed providers by the end of the project. Child care providers participating in the project reported changes in their understanding of family engagement and their practices as a result.

When grant funds for this project ended in 2015, the hubs continued to operate in 2016 as needed, providing training, technical assistance, demonstration and coaching, and follow-up services through individual agreements. For more information about the Family Engagement Project, go to http://earlylearningchallenge.nc.gov/activities/family-engagement.

In addition, the NC Head Start State Collaboration Office collaborated with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to incorporate the content of the family engagement training and the Office of Head Start's Parent, Family and Community Engagement Framework into a series of online, self-paced training modules "Advanced Course on Emotional and Social Development and Family Engagement" available at

http://modules.nceln.fpg.unc.edu/self-paced-modules. This course is a set of 11 self-paced modules for early care and education providers that focus on evidence-based instructional practices that promote children's social skills and prevent challenging behaviors.

This training focus on family engagement was intended to help prepare early learning programs for new family engagement standards that may be included in future enhancements to NC's Star Rated License.

Support to Enter NC's Star Rated License

North Carolina's Child Care Resource and Referral (CCR&R) network provided mini-grants and technical assistance for unlicensed public school and faith-based early learning programs to join North Carolina's Star Rated License system. Faith-based programs are not required to participate in the NC Star Rated License, but may choose to participate voluntarily. The grants assisted programs with meeting the standards for obtaining an initial temporary license and ultimately a 4- or 5-star license. In addition to grant funds, the public school and faith-based early learning programs were able to access technical assistance from their local Child Care Resource and Referral agency, including implementation of quality improvement plans. This project was administered by the Southwestern Child Development Commission.

This project was successful in providing grants and technical assistance to public pre-kindergarten programs seeking licensure. Funds provided allowed public school systems to meet child care building, fire and sanitation standards, as well as materials and equipment for classrooms. The technical assistance provided by the CCR&R regional lead agency staff was a key component in the process toward licensure. Additionally, the collaborative relationship between Southwestern Child Development Commission staff, the regional lead agency staff, and Division of Child Development and Early Education licensing consultants across the state enabled the process towards successful licensure for 86 public pre-kindergarten programs.

The participation of faith-based programs was lower than anticipated. Faith-based programs were surveyed to determine their interest in participating in this project, and if they were not interested, why they were not interested in pursuing licensure. Early care and education programs in faith-based settings may want to improve quality but still may not want to participate in the NC Star Rated License due to some of the requirements, including paperwork and teacher training.

Engaging Faith Communities in Providing High-Quality Child Care

The North Carolina Partnership for Children (NCPC) hosted five regional faith summits across the state in September and October 2013 for religious leaders with and without child care programs. Four of these were funded by the Race to the Top - Early Learning Challenge grant and one by the NC Early Childhood Foundation (NCECF). The summits provided an overview on early childhood brain development, examples of high quality care and its importance, faith leaders speaking to their commitment to quality programs, and an overview of North Carolina's Star Rated License system and the advantages of participation. Faith and child care leaders were involved in the planning. Over 500 people attended and 30% responded to requests for further action.

This Faith-Based Engagement Project engaged a broad base of support from the faith community and all the children and families that are touched by the community. It helped to bring attention to the

need to provide high-quality child care in programs even if they are not currently participating in North Carolina's Star Rated License. It also brought a broad community together to learn about the First 2,000 Days Initiative, a campaign of the North Carolina Early Childhood Foundation.

A lesson learned is that early care and education programs in faith based settings may be willing to improve quality but still may not want to participate in North Carolina's Star Rated License due to requirements of paperwork and teacher training. Faith based programs are not required to participate in North Carolina's Star Rated License. Participants in the faith summits wished for more information about how to address child development issues outside of child care programs, including how to work with parents on these issues.

Support for Improving Star Rating

The project "Support to Temporary, 1- and 2-Star Programs" was designed to increase the percent of 3- to 5- star early care and education programs in the NC Star Rated License to the extent possible by helping all temporary licensed and 1- and 2-star licensed programs attain a 3-star or higher rated license. Child Care Resource and Referral Regional (CCR&R) lead agencies supported the efforts of technical assistance staff to provide technical assistance, grants, bonuses and other supports to early care and education programs as they worked to increase their star rating to 3-stars or higher.

CCR&Rs across the state identified and recruited temporary, 1- and 2-star rated programs to participate in the project at the beginning of each calendar year from 2013 – 2015. A variety of customized, technical assistance strategies were implemented to assist these programs to attain at least a 3-star license.

Support services were provided on a customized basis and included: 1) development of mutually agreed-upon quality improvement plans (with specific goals, timetables and strategies); 2) mock Environment Rating Scale (ERS) assessments and; 3) professional development planning and support. Site-based technical assistance (TA) supports consisted of coaching staff and modeling strategies for best practices; on-going support to achieve quality improvement goals; and support to refine overall quality programming. Technical assistance occurred on-site and the frequency and duration of TA support services were determined based on progress needed towards achieving mutually agreed-upon goals identified in quality improvement plans and individual program needs. In most, but not all cases, the child development specialist made weekly on-site program visits and each visit was typically between two to four hours in duration. In some instances, leadership academies, support groups, and trainings were provided, while others may have received bonuses or grants to provide the incentives and supports needed. Upon completion of technical assistance activities and the achievement of quality improvement plans, participating programs made application for a 3- star or higher rated license. Programs were surveyed at the end of each calendar year by the NC Division of Child Development and Early Education (DCDEE) and CCR&R staff to track the progress of the programs that attained a 3- star or higher and, at the end of calendar year 2015, the number of children enrolled in 1- and 2-star programs was captured as well.

Statewide, 100% of all temporary, 1- and 2-star programs were identified and recruited each calendar year (2013, 2014, and 2015) to participate in this project and 84 licensed programs serving children birth to five years of age agreed to work toward a higher star rated license. 100% of all participating programs received technical assistance and 95% developed quality improvement plans to work towards higher star ratings. 99.5% of Temporary and 1- & 2- star programs receiving TA and still in operation achieved a minimum of a 3-star license. At the conclusion of the grant, only 3.3% of

children were enrolled in 1- and 2-star rated licensed programs. If GS 110 programs were included (faith based programs that are not required to be licensed), only 3.6% of children were enrolled in 1- and 2-star rated licensed programs.

The intentional collaboration between DCDEE licensing consultants and the CCR&R technical assistance staff over the three-year period of the Race to the Top-Early Learning Challenge grant funding has been extremely beneficial to child care facilities and greatly contributed to the success of this activity. Through this collaboration, many relationships were built between the licensing consultants and technical assistance staff. In addition, many relationships were built and enhanced between the technical assistance staff and child care program staff, working to help improve the quality of programs across the state. These successes will enable technical assistance staff to continue to provide supports in the future to some programs that would not otherwise have received it.

Infant Toddler CLASS

The Infant Toddler Classroom Assessment Scoring System (CLASS) is a product of Teachstone (teachstone.com). North Carolina has invested in strengthening capacity to use this observation tool more broadly and effectively to improve the quality of care in infant and toddler settings.

The CLASS tool emerged from a broad body of research and was developed at the University of Virginia as a way to measure proximal aspects of teacher-child interactions to better understand what quality is and how it affects learning and growth. Now that most child care programs provide safe places in their classrooms, CLASS shifts the focus from the what to the how of quality - how teachers interact with children, how they use time and materials to get the most out of every moment, and how they ensure that children are engaged and stimulated.

This project expanded North Carolina's capacity for the use of the Infant and Toddler CLASS assessment tools, supporting staff to become certified affiliate trainers on the tools. This provides increased capacity to sustain the work that was begun through the Race to the Top-Early Learning Challenge grant beyond the grant period.

In addition, the cost associated with the Infant and Toddler Specialist renewal fees was supported statewide for those who completed the Toddler CLASS training and were certified as observers in 2015 and needed to renew in 2016 in order to maintain their observer certification.

Lastly, additional Infant and Toddler Observer trainings were held, training a statewide cohort of technical assistance and professional development providers and observers to use CLASS as a context for quality improvement.

Research shows that to impact teaching practices and improve child outcomes, you need to couple CLASS observations with professional development. One of the most important findings from CLASS-based research over the past decade is that teachers can improve their interactions with children.

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.

North Carolina has a mature TQRIS, in place when the grant began, that includes standards related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. All licensed programs participate in the TQRIS, known as North Carolina's Star Rated License.

Throughout the grant implementation, North Carolina has focused on two key areas that will support future revisions to strengthen our long-standing TQRIS: 1) the TQRIS Validation Study; and 2) promoting capacity to meet new standards. Proposed revisions to the TQRIS address the six areas specified and were included in the work to promote conduct a validation study and promote capacity among the licensed child care/early learning community.

The **TQRIS Validation Study** was conducted by researchers with the Frank Porter Graham Child Development Insitute at the University of North Carolina at Chapel Hill. It was completed in December 2016 and is available at http://earlylearningchallenge.nc.gov
Additional details are provided in the section below "Validating the effectiveness of the State TQRIS".

Incentives have been key to helping the early childhood community embrace and work toward newer and better standards. The grant has helped North Carolina develop and roll-out CEU bearing courses related to the early learning and development standards, cultural competence, curriculum and instructional assessment, family engagement, and improving the early childhood work environment, and put in place a bonus program to reward programs that can demonstrate inclusion of these policies and practices in their programs. North Carolina continued to offer these courses statewide. The NC Division of Child Development and Early Education online platform, Moodle, was established and online modules developed to make these courses and others available online for the purposes of accessibility and sustainability.

North Carolina has also revised its early learning and development standards, called the *NC Foundations for Early Learning and Development,* and has developed various professional development tools to support and promote early childhood educators' awareness and use of the new standards. Multiple early childhood programs use the *Foundations* as a guide to their work.

In addition, various early childhood programs implement aspects of a comprehensive assessment system. NC's grant has provided additional training in CLASS, Toddler CLASS and Infant CLASS as measure of teacher-child interactions, and trained a statewide network of trainers who can provide ongoing training and support. Professional development related to curriculum and assessment of children to guide instruction has been developed and is being offered statewide for the early childhood community.

In recognition of Head Start's expertise in meaningfully engaging families, NC has also utilized some Head Start programs as "hubs" to provide technical assistance about family engagement strategies to community-based early learning programs making the services accessible statewide.

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.

North Carolina has a mature TQRIS built into its licensing system. Therefore, a large percentage of North Carolina's early learning and development (ELD) programs are already included in the TQRIS. Financial incentives, technical assistance, and other supports are used to keep and increase, where possible, the number and percentage of programs participating in the TQRIS. Several RTT-ELC activities promote participation in the TQRIS:

The activity **Support to Enter the TQRIS**, completed in December 2015, provided technical assistance through mini-grants to bring unlicensed public school and faith-based ELD programs into the TQRIS. Through this activity all public school preschool programs and all faith-based programs were contacted/ recruited to participate in the program and technical assistance was continued to support participating programs in achieving licensure. In total, 86 public school programs achieved licensure with this support (5 stars: 48, 4 stars: 37, Special Provisional: 1). All public school preschool programs were licensed during the course of the project. Five faith-based programs operating with a GS 110-106 letter of compliance achieved a 3 or greater star license and 1 was awarded a Special Provisional License.

The activity **Task Force on Licensing** was designed to hold regional meetings of programs not currently participating in (or required to participate in) NC's Star Rated License. The project was shifted to Child Care Resource and Referral (CCR&R) Regions in the form of surveys to family/friend/neighbor care providers and part-day preschool programs across the state. CCR&R staff reached out to unlicensed providers in their regions to gather information, and DCDEE compiled the final report and the project was completed in January of 2015. DCDEE management is continuing to consider how to fund regular outreach to license-exempt programs across the state so that those interested in licensing may participate in the future.

The activity **Faith-Based Engagement** was completed in 2013. It was designed to reach out to faith-based child care programs to discuss and support their possible inclusion in the TQRIS system. The four regional Summits, completed in 2013, generated much interest from the faith community. Funding for this project continued through 2013 and during 2014 and 2015, local Faith Summits were held. These were funded by the local community through the efforts of county leaders who attended the Summits during the previous year, and were determined to carry forward the messages and information. Local Faith Summits continue to be envisioned and implemented in counties across the state, funded and implemented by private resources. In fact, some communities are holding faith summits annually to raise awareness about the importance of brain development and high quality programs for young children. Child care programs expressing interest in next steps toward licensure are connected with the Regulatory Section of the Division of Child Development and Early Education for support to enter the TQRIS.

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	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
*(Enter **narrative** here, we suggest a 1,000 word limit)*

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.

North Carolina has a mature system for rating and monitoring the quality of early learning and development (ELD) programs that participate in the TQRIS, the NC Star-Rated License system. See the narrative related to revising the TQRIS for detailed information about plans to enhance this system. North Carolina anticipates that rating and monitoring could be enhanced with a new tool that was supported by the grant:

Early Childhood Quality Improvement Pathway System (EQuIPS)

North Carolina is leading consortium of states to develop, pilot, and validate a new program quality assessment tool, the Early Childhood Quality Improvement Pathway System (EQuIPS). EQuIPS is a review system of early childhood program performance and quality that provides a program portrait based on information from observations, document review, and interviews. This portrait can be used in varying ways within a TQRIS and help identify pathways for programs to improve experiences for children and families. EQuIPS is intended to address critical aspects of program quality related to children's developmental and learning outcomes

The EQuIPS consortium is led by faculty from the Department of Human Development and Family Studies at the University of North Carolina at Greensboro and includes collaborators with the University of Delaware and the University of Kentucky, with more collaboration from other states expected. EQuIPS will allow for a broader understanding and assessment of quality in early care and education programs than is captured with measures currently in use. Although the conceptualization of items and the measurement process has a foundation in children's development and learning, both classroom and administrative practices known to promote optimal experiences for children and families are the focus of the measure. This approach is different in that current measurement approaches often emphasize the classroom as the unit of analysis with little attention to the programmatic systems that underlie classroom performance.

EQuIPS is grounded in early learning and development standards as well as current theory, research, and recommended practices in the field of early childhood education, leading to a focus on practices that support important developmental outcomes valued across multiple states. Items span infant, toddler, and preschool age classrooms and will be relevant for the broad range of programs included in a TQRIS. EQuIPS is designed to take into consideration multiple sources of evidence from program administrators, teachers, and classrooms/homes, through multiple methods of data collection including program document review, interviews, and observations. This comprehensive assessment will result in a program level portrait showing programs' strengths and areas for improvement.

Recommendations based on data analyses will lead to the refinement and streamlining of the current version of EQuIPS to allow for a comprehensive yet more efficient measure. The validation pilot study of the new measure will help inform and strengthen NC's TQRIS system as well as those in other states.

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.

North Carolina has a mature TQRIS that uses these policies and practices to promote quality improvements among participating programs, including a tiered subsidy reimbursement rate structure.   The RTT-ELC grant made several investments to strengthen training and technical assistance and provide financial incentives, including:

Professional Development Bonus Program

The Professional Development Bonus Program provided incentives for Early Learning and Development (ELD) programs that implement certain policies and practices related to staff professional development, including requiring professional development plans, requiring training on the new ELDS, and using a salary schedule that rewards education and retention. Through this investment, 324 applications were received and 292 awards were granted to 4- and 5-star facilities in North Carolina. Of these, 201 awards were made to child care centers and 91 awards were made to family child care homes. In total, $311,800 in awards were distributed, impacting 12,378 children.

Child Care Resource and Referral Enhancement

Child Care Resource and Referral Enhancement was designed to improve access to and enhance the quality of professional development, coaching, mentoring and technical assistance within the Child Care Resource & Referral (CCR&R) system. Through this initiative, professional development and technical assistance staff within the CCR&R system were encouraged to become certified and earn endorsements that demonstrate competence in professional development and/or technical assistance.

As a result of the professional development that was accessible to CCR&R staff, training events were convened on how to deliver new standardized trainings on five key topics:
- **Cultural Competence**
    - At least one *Cultural Competence* trainer is now trained and maintained in each region and 71% of the regions now have at least two PD/TA CCR&R staff trained (29 total) to deliver *Cultural Competence.*
    - Statewide, 104 courses were offered and 913 child care professionals participated in these events.
- **North Carolina's Early Learning and Development Standards (*Foundations*)**
    - At least two PD/TA staff are now trained (77 total) to deliver the course, *NC Foundations for Early Learning and Development* in each region*.*
    - Statewide, 248 courses were offered and approximately and 3,194 child care professionals participated in these events.
    - 100% of CCR&R learning events were aligned with the revised *North Carolina Foundations for Early Learning and Development Standards*. A total of 758 learning events were aligned in 2015.
- **The Art of Coaching, Mentoring and Technical Assistance**
    - At least two PD/TA staff in each CCR&R region are now trained (35 total) to deliver *The Art of Coaching, Mentoring, and Technical Assistance.*
    - Statewide, 115 courses were offered and 341 PD/TA staff members were trained.
- **Choosing and Using and Appropriate Curriculum and Instructional Assessment**

- o At least two PD/TA staff (68 total) in each region are trained to deliver *Choosing and Using a Curriculum and Instructional Assessment.*
- o Statewide, 225 courses were offered and 1,549 unduplicated child care professionals participated in these events.
- **Classroom Assessment Scoring System (CLASS)**
  - o All fourteen CCR&R regions now have at least one CLASS affiliate trainer and eleven regions have at least two PD/TA staff (34 total) designated as CLASS affiliate trainers.
  - o Statewide, 201 courses were offered and approximately, 1,485 child care professionals participated in these events.

In addition,
- CCR&R staff members were trained on the use of the CLASS assessment tool and many became certified and are using the assessment tool while providing technical assistance in their communities.
- CCR&R staff members were trained to facilitate Communities of Practice and these have been convened in CCR&R regions statewide to provide professional learning communities that enhance the quality of practice across various early childhood domains.
- Technical Assistance staff attended a 2.0 CEU bearing course on the Art of Coaching, Mentoring and Technical Assistance and by the end of 2015 were encouraged to become certified and endorsed (Professional Development and/or Technical Assistance) by the NC Institute for Child Development Professionals.

This initiative built on the strengths of NC's CCR&R system to further enhance the training and technical assistance capacities of the workforce both within CCR&R and across the early care and education sectors. In addition, it also sought to embed the delivery of newly developed CEU bearing courses within the CCR&R system to ensure the availability of these learning events for the near term and for the future.

As a result of this collaboration, skills of professional development and technical assistance specialists within CCR&Rs across the state have been enhanced which have promoted the accessibility of quality technical assistance and professional development to the child care professionals working with young children in North Carolina.

The NC Division of Child Development and Early Education is making these courses available on the online platform, Moodle to ensure early childhood educators can continue to access them. In addition, the NC CCR&R Council continues to provide many of the courses developed and has embedded them into the NC CCR&R core services project. The NCCCR&R Technical Assistance and Professional Development Specialist is continuing to offer many of the Train the Trainer courses to enable regions to continue to provide courses when turnover occurs. Communities of Practice and tracking of the workforce endorsements and certifications is ongoing.

Infant Toddler Quality Care

North Carolina also prioritized access to quality care for high-need infants and toddlers through key strategies in the Transformation Zone, including providing technical assistance through an Infant Toddler Specialist and creating new high-quality slots to serve infants and toddlers in the four-county area. During the course of the grant, NC expanded the work to expand North Carolina's capacity for

the use of the Infant and Toddler CLASS assessment tools, supporting staff to become certified affiliate trainers on the tools. This provides increased capacity to sustain the work that was begun through the RTT-ELC grant beyond the grant period.

In addition, the cost associated with the Infant and Toddler Specialist renewal fees was supported statewide for those who completed the Toddler CLASS training and were certified as observers in 2015 and needed to renew in 2016 in order to maintain their observer certification.

Lastly, additional Infant and Toddler Observer trainings were held, training a statewide cohort of technical assistance and professional development providers and observers to use CLASS as a context for quality improvement.

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.

TARGETS

Number and percentage of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Program in the State	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.

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		
	# 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
*(Enter **narrative** here, we suggest a 1,000 word limit)*
For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

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.

A **Validation Study of North Carolina's Tiered Quality Rating and Improvement System (TQRIS), the NC Star Rated License**, was accomplished through NC's Race to the Top-Early Learning Challenge grant. The Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina Chapel Hill (UNC-CH), in partnership with Child Trends, conducted the project in 2012-16 in collaboration with North Carolina's Division of Child Development and Early Education (DCDEE). The two-phase project included (1) validating the current Star Rated License to measure whether the points, levels (tiers), and components of the system meaningfully differentiate levels of quality that correspond to changes in children's progress; and (2) working with DCDEE to develop an alternative model and gathering information on the model to inform possible revisions to the system.

NC's current Star Rated License is based on a points system. All licensed programs in NC—centers and family child care homes—receive 1 point for meeting the basic licensing requirements. Programs can voluntarily earn more than 1 point by meeting higher standards in two broad categories: Staff Education and Program Standards. One additional quality point can be earned for meeting one of several specific indicators in either Staff Education or Program Standards. DCDEE staff manage the star-rated system through record review and on-site observations that are conducted by a team at UNC-Greensboro. These independent observations of child care centers and homes comprise a large part of the rating score needed to earn 3, 4, or 5 stars.

QRISs are initiatives designed to improve the quality of early care and education programs and to communicate information about quality to parents. Participation in subsidy reimbursement and quality initiatives sometimes depend on ratings. Ratings may also be used for accountability. Thus, it is important that ratings are fair, accurate, and meaningful, and a validation study helps determine these attributes. All licensed programs in the state were stratified by star rating, region of the state (east, central, west), program type (profit, non-profit) and urbanicity (urban/rural), and a random sample was drawn to provide good representation of North Carolina programs. For centers, 1- and 2-star programs were combined before stratifying the sample because of the small numbers of programs at those tiers. The validation study team recruited a sample of 152 child care centers and 43 family child care homes to participate.

In these 195 programs data were collected through surveys, observations, and interviews. Within participating child care centers, two classrooms were randomly selected for study observations. Across the 152 center-based programs, 123 infant/toddler classrooms and 165 preschool classrooms participated. Within classrooms and family child care homes, a sample of 765 children was recruited through random sampling of up to 5 preschool children per center/family child care home from among those whose parents had signed permission forms. Children were assessed by trained research assistants in the fall and spring of 2015-16 with a set of age-appropriate measures. The direct child assessments included measures of language and literacy skills, math skills, and executive function skills. Children's scores on the standardized measures included in the battery were near national averages, suggesting that children performed as expected given that the sample of programs was chosen to be representative of NC.

The study examined whether the ratings were fair by testing associations between ratings and program type, region, and rurality. Among child care centers, non-profits were rated higher than for-profits. Star ratings did not differ by region of the state or rurality. Overall, these analyses provide some evidence for fairness in ratings. For the children in the study sample, children with high needs (DLLs and children from families with relatively lower incomes and with mothers who had less than a

high school diploma) were more likely to attend higher rated programs. Although the sample for the validation study did not necessarily represent the population of children and families in NC, these analyses suggest that NC's efforts to ensure high needs children and families have access to higher quality programs may be succeeding.

On all measures of observed quality examined—Environment Rating Scales (ERS) for centers and family homes, Classroom Assessment Scoring System (CLASS) for centers—programs with higher star ratings demonstrated higher scores than programs with lower ratings. For child care centers, 5-star programs had significantly higher ERS scores than both 3- and 4-star programs, and 4-star programs had significantly higher scores than 3-star programs. For CLASS, 5-star programs had significantly higher scores than 3- and 4-star programs; programs with 1-2 stars had significantly higher scores than 3- and 4-star programs. For family child care homes, 5-star programs had significantly higher global quality scores than 1-, 2-, and 3-star rated homes.

The observed quality scores in the combined group of 1- and 2-star centers and in 1-star family child care homes were higher than expected. However, NC does not require that licensed programs apply for a higher star rating, and some do not. The results show that 1-star programs that participated in this study were variable in quality, not necessarily of lower quality, and on average had observed quality scores that were not different from 4- and 5-star programs.

Consistent with most other statewide QRIS validation studies, we found very little evidence that NC QRIS ratings or the points assigned to determine the ratings were associated with children's school readiness outcomes after taking into account child and family background characteristics. We also saw little evidence that the direct observations of classroom quality were related to children's developmental outcomes in this study.

A separate activity conducted as part of the overall validation study was to help DCDEE consider alternative models or revisions to the current model. Data collected by FPG from director/administrator interviews and on-site document reviews showed that programs in the validation sample were not meeting many of the requirements in the alternative model. Because programs are not required to meet these standards, it is not surprising that they did not. However, these data may be useful as DCDEE considers revisions to the system and what supports might be needed by programs to meet new standards.

The report is available at https://earlylearningchallenge.nc.gov

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.

> *North Carolina Foundations for Early Learning and Development* is the document of North Carolina's early learning and development standards that were revised, enhanced and released in 2013. The document is a resource that describes children's learning and development from birth to age five and serves as a shared vision for what we want for our State's children. Foundations has been widely distributed in print form and is also available in pdf version here:
> http://ncchildcare.nc.gov/providers/pv_foundations.asp
>
> This project was tasked with the development of a 0.5 Continuing Education Unit (CEU) introductory course, to be provided by the Child Care Resource and Referral Network (CCR&R) and cross-sector early care and education partners to ensure awareness and adoption of the new revised standards across early care and education programs. Throughout the course of the project, over 100 individuals

from across the state were trained as trainers for the 0.5 CEU course. The CCR&R network has provided trainings that reached 3,194 participants by the end of 2015. From 2016 forward, the CCR&R network continues to provide this introductory *Foundations* training in locations across the state and has aligned all trainings on teacher practice with the content of *Foundations*.

In addition to the seated 0.5 CEU course, an online 0.5 CEU course and an online train-the-trainer module for the 0.5 CEU course were developed and are now offered. In 2016, North Carolina also added an online intermediate level *Foundations* course to its training options. The intermediate level course was developed by North Carolina community college faculty. For more advanced training, North Carolina also added an online course developed by the Early Learning Network, Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. This advanced course focuses on the emotional/social domain and incorporates the work of Head Start/Early Head Start in the area of family engagement. All of the online trainings are available through the NC Division of Child Development and Early Education's Moodle site for professional development.

Recognizing the importance of grounding pre-service education in these standards, NC Community Colleges are also incorporating *NC Foundations for Early Learning and Development* into early childhood education coursework as part of the Growing Greatness Project. Staff from this project have worked closely with the Growing Greatness project staff to provide access to training and other supports around the *Foundations* document. In March and April 2015, three Early Childhood Higher Education and Technical Assistance Institutes were held to guide the incorporation of the revised *Foundations* into college coursework and technical assistance services.

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.

NC has continued working on components of a Comprehensive Assessment System. NC Pre-K and Head Start utilize child assessment tools that are appropriate for young children. Grant projects that supported a comprehensive assessment system included:

Course on Choosing and Using an Appropriate Curriculum and Instructional Assessment
The NC Division of Child Development and Early Education partnered with Child Care Resources, Inc. and the University of North Carolina at Wilmington to develop a train-the-trainer course on Choosing and Using an Appropriate Curriculum and Formative Assessment to help early learning program staff understand the value of using a strong curriculum, identify an appropriate curriculum, and understand how to use a curriculum and instructional assessment tool. NC Pre-K classrooms are required to use a curriculum and instructional assessment tool and many other programs also follow this as best practice as they strive to provide excellent early care and education.

A five-hour, .5 CEU training on Choosing and Using an Appropriate Curriculum and Formative Assessment Tool was developed to provide an overview on curriculum and assessment of children from birth to five, offer guidelines on how to choose and use a developmentally appropriate curriculum in a licensed child care setting, and also to link the use of a curriculum with the importance of instructional assessment. The course includes the current policies and guidelines on the use of curriculum from the NC Division of Child Development and Early Education, as well as current research. Appropriate use of a curriculum that addresses all areas of child growth and development and an instructional assessment tool to guide teaching is considered best practice and supports high-quality practices in the classroom.

Objectives of the Train-the-Trainer Course

1. Evaluate curriculum for children from birth through age five to determine if it is developmentally appropriate and evidence-based.
2. Analyze the North Carolina approved curricula for selection and effective implementation in their early childhood programs.
3. Evaluate and select assessment instruments as tools to determine if approved curriculum is being implemented appropriately and children are developing and learning.
4. Create a plan to identify and implement an early childhood curriculum and assessment instrument.

Three train-the-trainer sessions were offered across the state preparing sixty trainers to deliver the course face-to-face statewide. This ensured that the training was available to meet the demand for programs required to use an approved curriculum and instructional assessment, and for those programs whose staff is motivated to work toward best practices in the classroom.

The course on Choosing and Using and Appropriate Curriculum and Formative Assessment, which may be updated over time, is now available in each CCR&R region of the state, and will be offered as an online course on the Division of Child Development and Early Education's online platform, Moodle.

At least two PD/TA staff (68 total) in each region are trained to deliver Choosing and Using a Curriculum and Instructional Assessment. Statewide, 225 courses were offered and 1,549 professionals participated in these events.

CLASS Training
All 14 Child Care Resource and Referral regions in North Carolina now have at least one CLASS affiliate trainer and 11 regions have at least two PD/TA staff (34 total) designated as CLASS affiliate trainers. Statewide, 201 courses were offered and approximately 1,485 child care professionals participated in these events.

FirstSchool
In addition, the NC Department of Public Instruction is working with the FirstSchool initiative of the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill on the ELC activity "Using Data to Improve Classroom Instruction". This activity has strengthened the use of assessment data to guide instruction in schools pre-kindergarten through third grade. The FirstSchool model was implemented in Bertie and Martin Counties, which are two adjacent small districts in Northeastern NC.

FirstSchool develops school leaders' and teachers' knowledge and skills in order to improve the school experiences and outcomes for children across the PreK-3 continuum. The approach emphasizes collaboration and the use of data and inquiry to guide and monitor change efforts. Observational data from the FirstSchool Snapshot and CLASS are used to address evidence based characteristics of practices that support children. During 2015, FirstSchool staff continued to provide on-going support throughout the year to all PK-3 teachers in Bertie and Martin Counties. This included coaching and professional development throughout the year for teachers, Leadership Teams and principals for all schools as well as central office staff. Professional development focused on developing a culture of excellence with emphasis on the development of higher order thinking through the delivery of high quality questioning and high quality feedback. Regular K-3 team meetings were held within schools to review data and plan school and classroom improvement.

Facilitated visits to the Pre-K and Kindergarten demonstration classroom with a debriefing following continued with elementary school principals and Elementary Program Directors to help them to gain a deeper understanding of playbased learning. Work with principals continued and focused on the benefit of the daily 3-minute classroom walk-through process and how they might use this approach to improve instructional practices within individual classrooms and the school as a whole. Guided one-hour (or more) walk-through of Pre-K - Grade 3 classrooms continued with principals, targeted data was gathered, and afterwards data and observational notes were compared and reflected upon. Final professional development events were held in September. In keeping with efforts to build capacity within the districts, planning was designed in a way that gave district staff a greater role in supporting Pre-K - 3rd grade teachers and leaders. Continued targeted support will be provided to two of the schools to use data to improve instruction and school practices.

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.

Assuring Better Child Health and Development (ABCD)
The Assuring Better Child Health and Development (ABCD) model is a proven program approach to screening young children in primary health care settings as part of a child's well visit. ABCD works to increase developmental and autism screening and referral rates for all young children within the medical home, targeting practices serving Medicaid-eligible children. ABCD promotes the integration of developmental screening into well-child visits, using a valid and reliable interactive screening tool, such as the Ages and Stages Questionnaire (ASQ) or the Parents Evaluation of Developmental Skills (PEDS). Medical professionals are also taught to use the Modified Checklist for Autism in Toddlers (MCHAT) and refer children as needed for follow-up to appropriate community services. The goal of the RTT ABCD project was to increase the percentage of children screened during well visits, the percentage of children appropriately referred for follow-up/treatment, and the percentage of children who receive follow-up services.

The North Carolina Partnership for Children (NCPC) built upon the existing local Smart Start-funded ABCD programs and linked services with North Carolina's medical home and care management system, the Community Care Network of NC (CCNC). CCNC is a quality assurance network of physicians utilizing Medicaid to provide incentives to improve medical care based on the American Academy of Pediatrics Bright Futures National Standards. NC has 14 Community Care Regions and NCPC has expanded Smart Start's ABCD coordinator model to all 14 CCNC regions.

Through the ABCD project, rates of developmental screening and referral increased across the state. Developmental screening rates improved from 85.2% at baseline to 93.9% of children due for screening receiving one during their well-child visit. Referral rates of children scoring in the "at-risk" category increased from 68.4% at baseline to 76.1%.

One of the themes that has emerged from the ABCD evaluation is the need for a more robust, coordinated system to track referrals and ensure families are linked to services when needed. Discussion among key stakeholders and state leadership should focus next on strategies that create stronger alignment among procedures and ways the state can more effectively coordinate those services to ensure all families receive the supports they need to best promote a child's health and development.

State partners will continue to meet informally and formally through the ABCD Advisory Group meetings to identify policy recommendations, potential system barriers and strategies to maintain the infrastructure strengthened through the RTT-ELC grant. Stakeholders from the ABCD Advisory Group partners are currently investigating other national, comprehensive models such as Help Me Grow to explore the opportunities such frameworks offer as a means to strengthen the infrastructure and better coordinate existing systems.

Child Care Health Consultants
The North Carolina Partnership for Children, Inc. (NCPC), in partnership with the NC Child Care Health and Safety Resource Center (NCCCHSRC), improved statewide capacity and effectiveness for child care health consultation. The goal of the project was to provide infrastructure for consistent and high quality Child Care Health Consultation services in order to increase the percentage of children with high needs who participate in ongoing health care and who are up-to-date on a schedule of well-child checks.

The project built upon the Child Care Health Consultation infrastructure and established a statewide regional coaching model for Child Care Health Consultants (CCHCs). Three regional coaches received training and supervision in a coaching model from the NCCCHSRC. The regional coaches then trained the local CCHCs who utilize the coaching model during technical assistance provision to child care providers. Through the development and implementation of a CCHC Practice model, further supported by regional coaching, CCHC services will continue to improve in quality and consistency across communities.
Child Care Health Consultants are health professionals who know about child health and development, and safety in child care settings. They provide guidance and technical assistance to child care providers, children, and families.

Often provided through Smart Start local partnerships and local health departments, Child Care Health Consultants (CCHCs):
• Work collaboratively with staff to assess health and safety in child care
• Develop quality improvement plans
• Develop strategies for inclusion of children with special care needs
• Manage and prevent injuries and infectious diseases
• Connect families with community health resources
• Provide health education for staff members, families and children

This activity strengthened statewide capacity by establishing a regional health consultation coaching model and CCHC performance model. It also provided additional health consultants in the Transformation Zone counties and improved access to services in high-need, rural communities.

Family Connects
Family Connects is an innovative community-wide nurse home visiting program for parents of newborns implemented in the four Transformation Zone counties in northeastern North Carolina (Beaufort, Bertie, Chowan and Hyde) supported by NC's Race to the Top-Early Learning Challenge grant. Working through local health departments and county leadership and implementation teams, the program is intended to identify and support family needs in one to three home visits within 12 weeks after birth. Nurse home visitors provide support and education about newborn and postpartum care, assess family risks and needs, and triage needs to appropriate and acceptable community services, providing the backbone for the community's system of care in early childhood. Family Connects is the first replication of the promising evidence-based program, Durham Connects, implemented in Durham County, NC.

The Family Connects program goals are consistent with those of other maltreatment prevention home visiting programs:
1) to connect with the mother/family to support and enhance skills and self-confidence; and
2) to connect families with community services in areas assessed during the home visit(s). The home visit is a "gateway" to community referrals and resources to enhance overall family well-being.

The services include an integrated home visit at approximately three weeks post hospital discharge, assessment of family wellbeing and needs, supportive guidance on topics common to all families with newborns (e.g., feeding, sleep), follow-up visits, and linkages to community resources, as needed. The program consists of several scripted intervention contacts, including:
1) scheduling during the hospital birthing visit when a home visiting nurse communicates the importance of community support for parenting;
2) 1-3 nurse home visits between 3-12 weeks of infant age;
3) 1-2 nurse contacts with a community service provider when needs are identified; and
4) a staff-member telephone or home follow-up one month after case closure.
With parental consent, the nurse home visitor communicates by telephone and letters to maternal and infant health providers to insure continuity in care.

The Center for Child and Family Policy at Duke University conducted an independent evaluation using interview comparisons between families eligible for Family Connects relative to those who had newborns prior to the implementation of the program. Below is a summary of preliminary results

available to date; these findings represent a beginning subset of the full evaluation that will be available by the end of 2016.

- o Relative to the comparison group, Family Connects families accessed 10% more community resources.
- o Family Connects mothers were 32% more likely to be breast feeding their infant at the time of the evaluation interview.
- o Family Connects infants were 37% less likely to be exposed to household tobacco smoking.
- o Among infants younger than 6 months, Family Connects mothers were more likely to report that their infants were sleeping on their backs.
- o Family Connects infants utilized 26% less emergency medical care since hospital discharge, including 24% fewer urgent care or emergency department visits and 50% fewer overnights in the hospital.
- o Relative to mothers in the comparison group, Family Connects mothers reported 69% fewer hospital overnight stays for themselves since the infants' births.

Family risk and needs by county in the Transformation Zone implementing Family Connects

- Beaufort – 58% of families had needs requiring referrals for community services; 41% had specific needs for education/support for mild risk factors.
- Bertie = 57% of families had needs requiring referrals for community services; 43% had specific needs for education/support for mild risk factors.
- Chowan = 41% of families had needs requiring referrals for community services; 58% had specific needs for education/support for mild risk factors.
- Hyde = 46% of families had needs requiring referrals for community services; 51% had specific needs for education/support for mild risk factors.

(Note that very few families reported no needs for education or further intervention.)

More information about Family Connects can be found at: www.familyconnectsnc.org.

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
*(Enter **narrative** here, we suggest a 1,000 word limit)*

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.

Family Connects
Detailed information about Family Connects is the previous section.

Family Engagement
The NC Head Start State Collaboration Office completed a statewide family engagement training and coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leveraged the expertise of high-quality Head Start and Early Head Start programs in North Carolina to lead the training/coaching efforts. A well-coordinated information-sharing campaign was established to disseminate news of available family engagement activities for early childhood programs in North Carolina that included direct mailings and press releases, and referrals by partners like Child Care Resource and Referral (CCR&R) agencies and local Smart Start partnerships.

Twenty-two Head Start/Early Head Start training hubs were selected to provide training on family engagement strategies, technical assistance, demonstration and coaching, and follow-up as needed to the early childhood workforce in programs licensed by the NC Division of Child Development and Early Education. Professional Learning Community Technical Assistance Support meetings were held on a regional basis to provide support to the hubs. The training hubs delivered training, coaching and follow-up as needed reaching 33.8% of licensed providers by the end of the project. Child care providers participating in the project reported changes in their understanding of family engagement and their practices as a result.

When grant funds for this project ended in 2015, the hubs continued to operate in 2016 as needed, providing training, technical assistance, demonstration and coaching, and follow-up services through individual agreements. For more information about the Family Engagement Project, go to http://earlylearningchallenge.nc.gov/activities/family-engagement.

In addition, the NC Head Start State Collaboration Office collaborated with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to incorporate the content of the family engagement training and the Office of Head Start's Parent, Family and Community Engagement Framework into a series of online, self-paced training modules "Advanced Course on Emotional and Social Development and Family Engagement" available at http://modules.nceln.fpg.unc.edu/self-paced-modules. This course is a set of 11 self-paced modules for early care and education providers that focus on evidence-based instructional practices that promote children's social skills and prevent challenging behaviors.

This training focus on family engagement was intended to help prepare early learning programs for new family engagement standards that may be included in future enhancements to NC's Star Rated License.

Triple P

The Division of Public Health, in partnership with Triple P America, is implementing the **Positive Parent Program (Triple P)** in 19 northeastern NC counties, including the four Transformation Zone counties (Beaufort, Bertie, Chowan and Hyde) supported by NC's Race to the Top-Early Learning Challenge grant. The NC Division of Public Health developed a statewide Triple P Learning Collaborative that allows these 19 counties to learn from and with existing Triple P coordinators across the state.

Triple P is a universal multilevel evidence-based family strengthening program that aims to reduce the prevalence of child emotional, behavioral, and mental health problems. Triple P increases the knowledge, skills, and confidence of parents by giving them simple and practical strategies to help manage their children's behavior and develop and build strong, healthy relationships.
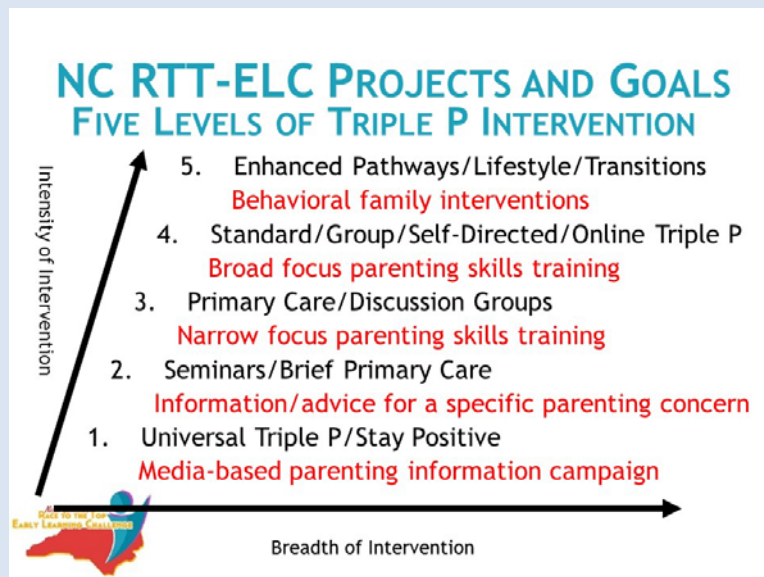
The Triple P Stay Positive campaign provides support statewide for Triple P implementation. The Triple P Stay Positive media campaign in the northeastern and Transformation Zone counties has included radio PSAs, distribution of flyers and pamphlets, movie ads, yard signs, wrapped county vehicles, bill boards and YouTube videos. In addition, NC Triple P TipPapers were distributed and continue to be distributed quarterly to child serving agencies and are available to all parents and caregivers. The Stay Positive Campaign also includes NC Triple P parent and practitioner websites where parents can access parenting tips and training opportunities and practitioners can register the services they provide to their communities.

Triple P Online is available statewide and local coordinators are providing parent support to use the online modules. Access codes are assigned to parents who request the eight-module, online course. Progress in completing the course is monitored by the NC Triple P Online Coordinator.

In addition to the Triple P implementation in sites across 19 northeastern NC counties during the Race to the Top-Early Learning Challenge grant, North Carolina's investment in Triple P is expanding statewide and will continue beyond this grant.

For more information about Triple P, go to http://triplep-parenting.com/nc-en/triple-p

or http://earlylearningchallenge.nc.gov/activities/positive-parenting-program-triple-p

Early Literacy in the Transformation Zone

The North Carolina Partnership for Children (NCPC), in partnership with Motheread, Inc and Reach Out and Read, implemented of a set of literacy strategies in the four Transformation Zone counties in northeastern North Carolina (Beaufort, Bertie, Chowan and Hyde) supported by NC's Race to the Top-Early Learning Challenge grant. Through the Transformation Zone literacy strategies project, counties implemented three Motheread, Inc. curricula: Story Exploring, Motheread/Fatheread, and Birth and Beginning Years (B.A.B.Y.).

Counties also implemented Reach Out and Read. Reach Out and Read is an evidence-based program that promotes early literacy and school readiness. Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's model into regular pediatric well-child visits, by advising parents about the importance of reading aloud and giving developmentally-appropriate books to children. NC's Race to the Top-Early Learning Challenge grant funds helped medical practices implement Reach Out and Read by creating literacy-rich waiting rooms and purchasing developmentally appropriate children's books.

A detailed evaluation of the implementation of the Motheread and Reach Out and Read strategies in the Transformation Zone is available on the website https://earlylearningchallenge.nc.gov

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.

North Carolina did not address this focused investment area in its ELC application.

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.

New Professional Development Opportunities

Through the grant, North Carolina developed and implemented:
- New introductory, intermediate and advanced level training on the early learning and development standards, *NC Foundations for Early Learning and Development*
- New course on "Coaching, Mentoring, and Technical Assistance"
- New course on "Choosing and Using an Appropriate Curriculum and Instructional Assessment"
- New course on "Cultural Competence"
- A training institute on the Pyramid Model for Promoting Healthy Social Behaviors
- An Early Childhood Directors Leadership Institute
- A Technical Assistance Endorsement for technical assistance providers to promote and recognize competencies

Child Care Resource and Referral Enhancement

Child Care Resource and Referral Enhancement was designed to improve access to and enhance the quality of professional development, coaching, mentoring and technical assistance within the Child Care Resource & Referral (CCR&R) system. Through this initiative, professional development and technical assistance staff within the CCR&R system were encouraged to become certified and earn endorsements that demonstrate competence in professional development and/or technical assistance.

As a result of the professional development that was accessible to CCR&R staff, training events were convened on how to deliver new standardized trainings on five key topics:
- **Cultural Competence**
    - At least one *Cultural Competence* trainer is now trained and maintained in each region and 71% of the regions now have at least two PD/TA CCR&R staff trained (29 total) to deliver *Cultural Competence.*
    - Statewide, 104 courses were offered and 913 child care professionals participated in these events.
- **North Carolina's Early Learning and Development Standards (*Foundations*)**
    - At least two PD/TA staff are now trained (77 total) to deliver the course, *NC Foundations for Early Learning and Development* in each region*.*
    - Statewide, 248 courses were offered and approximately and 3,194 child care professionals participated in these events.
    - 100% of CCR&R learning events were aligned with the revised *North Carolina Foundations for Early Learning and Development Standards*. A total of 758 learning events were aligned in 2015.
- **The Art of Coaching, Mentoring and Technical Assistance**

- o At least two PD/TA staff in each CCR&R region are now trained (35 total) to deliver *The Art of Coaching, Mentoring, and Technical Assistance.*
  - o Statewide, 115 courses were offered and 341 PD/TA staff members were trained.
- **Choosing and Using and Appropriate Curriculum and Instructional Assessment**
  - o At least two PD/TA staff (68 total) in each region are trained to deliver *Choosing and Using a Curriculum and Instructional Assessment.*
  - o Statewide, 225 courses were offered and 1,549 unduplicated child care professionals participated in these events.
- **Classroom Assessment Scoring System (CLASS)**
  - o All fourteen CCR&R regions now have at least one CLASS affiliate trainer and eleven regions have at least two PD/TA staff (34 total) designated as CLASS affiliate trainers.
  - o Statewide, 201 courses were offered and approximately, 1,485 child care professionals participated in these events.

In addition,
- CCR&R staff members were trained on the use of the CLASS assessment tool and many became certified and are using the assessment tool while providing technical assistance in their communities.
- CCR&R staff members were trained to facilitate Communities of Practice and these have been convened in CCR&R regions statewide to provide professional learning communities that enhance the quality of practice across various early childhood domains.
- Technical Assistance staff attended a 2.0 CEU bearing course on the Art of Coaching, Mentoring and Technical Assistance and by the end of 2015 were encouraged to become certified and endorsed (Professional Development and/or Technical Assistance) by the NC Institute for Child Development Professionals.

This initiative built on the strengths of NC's CCR&R system to further enhance the training and technical assistance capacities of the workforce both within CCR&R and across the early care and education sectors. In addition, it also sought to embed the delivery of newly developed CEU bearing courses within the CCR&R system to ensure the availability of these learning events for the near term and for the future.

As a result of this collaboration, skills of professional development and technical assistance specialists within CCR&Rs across the state have been enhanced which have promoted the accessibility of quality technical assistance and professional development to the child care professionals working with young children in North Carolina.

The NC Division of Child Development and Early Education is making these courses available on the online platform, Moodle to ensure early childhood educators can continue to access them. In addition, the NC CCR&R Council continues to provide many of the courses developed and has embedded them into the NC CCR&R core services project. The NCCCR&R Technical Assistance and Professional Development Specialist is continuing to offer many of the Train the Trainer courses to enable regions to continue to provide courses when turnover occurs. Communities of Practice and tracking of the workforce endorsements and certifications is ongoing.

Family Engagement

The NC Head Start State Collaboration Office completed a statewide family engagement training and coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leveraged the expertise of high-quality Head Start and Early Head Start programs in North Carolina to lead the training/coaching efforts. A well-coordinated information-sharing campaign was established to disseminate news of available family engagement activities for early childhood programs in North Carolina that included direct mailings and press releases, and referrals by partners like Child Care Resource and Referral (CCR&R) agencies and local Smart Start partnerships.

Twenty-two Head Start/Early Head Start training hubs were selected to provide training on family engagement strategies, technical assistance, demonstration and coaching, and follow-up as needed to the early childhood workforce in programs licensed by the NC Division of Child Development and Early Education. Professional Learning Community Technical
Assistance Support meetings were held on a regional basis to provide support to the hubs. The training hubs delivered training, coaching and follow-up as needed reaching 33.8% of licensed providers by the end of the project. Child care providers participating in the project reported changes in their understanding of family engagement and their practices as a result.

When grant funds for this project ended in 2015, the hubs continued to operate in 2016 as needed, providing training, technical assistance, demonstration and coaching, and follow-up services through individual agreements. For more information about the Family Engagement Project, go to http://earlylearningchallenge.nc.gov/activities/family-engagement.

In addition, the NC Head Start State Collaboration Office collaborated with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to incorporate the content of the family engagement training and the Office of Head Start's Parent, Family and Community Engagement Framework into a series of online, self-paced training modules "Advanced Course on Emotional and Social Development and Family Engagement" available at http://modules.nceln.fpg.unc.edu/self-paced-modules. This course is a set of 11 self-paced modules for early care and education providers that focus on evidence-based instructional practices that promote children's social skills and prevent challenging behaviors.

Support for B-K Teacher Licensure

With funding from North Carolina's Race to the Top - Early Learning Challenge (RTT-ELC) grant, the B-K Project has expanded licensure support and mentor/evaluation services to selected Early Childhood Education teachers holding, or eligible for, a NC Birth-through-Kindergarten (BK) or Preschool Add-on license and teaching in non-NC Pre-Kindergarten classrooms (Head Start, Developmental Day, Child Care). The NC Pre-Kindergarten Program's Early Educator Support, Licensure and Professional Development (EESLPD) Unit under the NC Division of Child Development and Early Education administers the RTT-ELC B-K Project.

The EESLPD Unit prepares all licensure actions for BK Licensed teachers employed in nonpublic settings and submits licensure action requests to the NC Department of Public Instruction (NC DPI). When teachers have participated in the NC Beginning Teacher Support Program (BTSP) for at least 2 years and meet the required ratings of "Proficient" or higher on their Summative Evaluation, they are recommended for the Standard Professional II (SPII) License, a continuing Educator License in North Carolina. The EESLPD Unit processed a total of 109 licensure actions for B-K Project teachers.

Targeted recruitment, training and coaching of qualified early childhood professionals as partners has allowed the project to exceed the target number of teachers served. Early childhood professionals who hold a North Carolina BK SPII or Preschool Add-on license with at least 2 years of teaching experience applied to become EESLPD Unit mentors. Qualified administrators applied to become EESLPD Unit evaluators.

What We Learned
- There is an overwhelming need to support all early childhood teachers with, or eligible for, a teaching license in nonpublic settings in the state.
- Experienced early childhood professional who work in a variety of settings (ex. Colleges, Universities, CCR&R, Smart Start, Developmental Day, selected Head Start and private centers) are very willing to partner to provide services to teachers in their programs or in their region.
- Teachers benefit from high quality Professional Development (PD) and guided observations of experienced teachers related to their identified professional growth.

Sustaining the work
- Recruiting, training & coaching of collaborative partners will help to sustain this project. Collaborative partners will continue their work beyond the grant to mentor and/or evaluate teachers who would otherwise loose these services.
- Resources developed will continue to be available to teachers, administrators and evaluators in both public and non-public schools to support the application of the NC Teacher Evaluation Process in early childhood classrooms with higher reliability.
- All established non-public Demonstration classrooms will continue to be available for guided observations to teachers.
- Improved and revised professional development, including independent training modules, will continue to be available for new teachers and their site administrators as well as for new staff and partners to effectively implement mentor, coaching and evaluation services.

For more information about the EESLPD and teacher licensing support, go to
http://ncchildcare.nc.gov/

T.E.A.C.H. Early Childhood Scholarships
The T.E.A.C.H. Early Childhood® Scholarship Program delivered uniquely targeted scholarships throughout North Carolina's early education workforce funded by NC's Race to the Top-Early Learning Challenge (RTT-ELC) grant. These scholarship activities shared the common goal of increasing the education, compensation and retention of its participants in their approved employment settings.

T.E.A.C.H. Early Childhood® Master's Degree Scholarship (with Emphasis on Leadership and Administration)

A new scholarship (T.E.A.C.H. M.Ed.) was made available statewide to about 150 early childhood program administrators and community-based leadership staff interested in working towards a master's degree focused on early childhood leadership and administration at the University of North Carolina at Wilmington or the University of North Carolina at Greensboro, the two universities that offer this online option.
The T.E.A.C.H. M.Ed. scholarship will continue to be supported by the T.E.A.C.H. Early Childhood® Scholarship program, Child Care Services Association and the NC Division of Child Development and Early Education as funding permits.

NC Foundations of Infant & Toddler Care Mentor Teacher Scholarship
The initial goal of this scholarship was to prepare a group of highly qualified infant/toddler mentor teachers to provide mentoring to early care and education students completing practicums, and/or employed infant/toddler teachers seeking mentoring support as part of an improvement plan. The activity evolved into providing two Institutes for community college instructors in order to assist in embedding infant/toddler content into the early childhood coursework that students take when working towards their AAS. This alternative approach was a strategy designed to ensure sustainability of content as well as a broader reach across the state.
- Two infant/toddler (birth to age 3) focused college credit-bearing courses were developed in a collaborative partnership with Meredith College.
- NC Foundations of Infant Toddler Care (FITC) I and II included content based on the Program for Infant/Toddler Care (PITC), the Social Emotional Foundations for Early Learning (SEFEL) Pyramid Model, and the NC Foundations for Early Learning and Development.
- T.E.A.C.H. Early Childhood® Scholarships were provided to 85 teachers, administrators, community college instructors and technical assistance professionals that supported their completion of infant/toddler focused coursework with highly-qualified instructor.
- Students in each cohort made connections that created a community of practice and network of support focused on group care of infants and toddlers.

T.E.A.C.H. Enhanced Associate and Bachelor Degree Scholarships in the Transformation Zone
These scholarships covered the sponsoring employer's share of the compensation required for existing T.E.A.C.H. Early Childhood® Associate and/or Bachelor's Degree Scholarship Programs in seventeen Transformation Zone eligible counties in the northeastern region of the state, as designated by the Race to the Top-Early Learning Challenge grant. This encouraged participation in the targeted counties by reducing the costs for employers and making the support for professional development more affordable. Scholarships were awarded to 123 recipients, including 112 Associate Degree Scholarships, 4 Bachelor's Degree Scholarships, and 7 Birth-Kindergarten Scholarships.

Early Childhood Community Specialists Scholarship Program
This scholarship model was developed to increase access to early childhood education focused coursework to individuals working on behalf of young children in the early childhood system such as home visitors, coaches, mentors, technical assistance and other staff who have not been eligible for T.E.A.C.H. scholarships in the past. These scholarships assisted about 25 individuals, with most remaining employed at their sponsoring agencies.

For more information on T.E.A.C.H. Early Childhood® Scholarships go to
http://www.childcareservices.org/ps/teach-nc/.

Child Care WAGE$

As a strategy for rewarding and retaining early educators, this activity provides Child Care WAGE$® salary supplements in the 17 designated Northeastern North Carolina counties.

The Child Care WAGE$® Project is a statewide education-based salary supplement initiative that provides financial awards to eligible teachers, directors and family child care providers for each six-month commitment period that the provider stays in the same early care and education program. WAGE$ helps to reduce staff turnover and make the early childhood profession more affordable and attractive to providers. As a result, children benefit from more consistent, qualified educators during the early years when brain development, the establishment of trust, and the promotion of learning are most important. Higher awards are offered as more education is obtained, providing an important incentive for continued professional development.

The main goal for this project was to provide financial supports for early educators that would minimize turnover, and support increased continuity of care in the classroom for children. WAGE$ provides a salary supplement that recognizes the educational attainment of the early educator, as well as the commitment to a program. Participants with degrees receive even higher awards and were thus compensated in a manner that approaches parity with salaries in the public schools.

- Among the 17 counties, ten had historically participated in WAGE$ using Smart Start dollars. In those counties, RTT-ELC funds enhanced the Smart Start supplement in order to make awards comparable across all 17 counties.
- During the multiple years of the grant, 810 educators received either RTT-ELC enhancements or supplements for successfully completing commitment periods in their child care programs.

In the three full years of the grant (2013-2015), the annual turnover rate of WAGE$ participants ranged from 7% to 11%, well below the goal of 20%.

Throughout the life of the grant, the project worked closely with Smart Start Partnerships in participating counties as well as the North Carolina Partnership for Children and the Education and Compensation Advisory Committee

The WAGE$ strategy showed successful outcome and output achievement. With increased education, retention and compensation of participants, children had better opportunities to engage with knowledgeable and supportive adults, to build trust and to learn.

Currently this strategy is not available to all early educators across the state. The data is clear that salaries do not reflect the level of responsibility and education of those in early childhood classrooms. The Child Care WAGE$® supplements need to be available across the state to help meet important outcomes for early educators and the children they serve. Participants and their employers in counties losing their supplements with the end of the RTT-ELC grant expressed the importance of continuation.

Each fiscal year, Smart Start partnerships must make difficult choices with their funding, so the availability of WAGE$ supplements is always at risk. Of the 17 eligible RTT-ELC counties, only eight plan to participate using Smart Start dollars to continue the supplements. Compensation for early educators is key to the successful outcomes for children and thus should be considered a priority going forward. For more information on WAGE$, go to www.childcareservices.org.

Community College Accreditation

The North Carolina Community College System led the Community College Accreditation project that provided resources and support to North Carolina community colleges in their efforts to achieve accreditation from the National Association for the Education of Young Children (NAEYC) for early care and education programs. The NAEYC Commission on Early Childhood Associate Degree Accreditation awarded accreditation to associate degree programs that demonstrated evidence of meeting the Professional Preparation Standards.

Accreditation provides a framework for self-study, external evaluation, and improvement in the quality of teacher preparation programs. Early childhood education programs are offered at all fifty-eight of NC's Community Colleges and through these programs, NC's early care and education professionals receive training and credentialing. All grantees benefitted from the process of preparing for and receiving site visits and completing their self-studies.

At the beginning of the grant period, twenty-two of NC's Community colleges were NAEYC accredited. This project provided support for an additional thirty-eight community colleges to achieve NAEYC accreditation. Others continue to progress toward accreditation**.**

The process of working toward accreditation benefitted North Carolina's children by increasing the quality and consistency of early care and education programs which directly correlates to better preparation for the professionals responsible for the care and education of preschool-aged children. Peer mentors proved to be a valuable asset for this project. Colleges reported the feedback and support received from peer mentors helped them navigate and complete the process for NAEYC accreditation.

The North Carolina Community College System is the State Agency responsible for the oversight of each community college. Each early care and education program is approved and monitored by the North Carolina Community College System. The Division of Child Development has goals to ensure that North Carolina children are provided safe and healthy environments in high quality child care settings. A critical factor in achieving this goal is to have an appropriately educated child care workforce. Program quality in the Early Childhood Education Associate of Applied Science programs in the NC Community College System is a vital component of a strong and high quality early care and education infrastructure in North Carolina. With over 16,000 students enrolled in Early Childhood coursework, the Community College system is the primary source for education and professional development of the early care and education workforce.

National program accreditation, through the NAEYC, provides associate degree early care and education programs with an opportunity to align themselves with national field preparation standards and increase the quality of their Early Childhood Education Associate of Applied Science programs. Program accreditation works to ensure that the education received in the community college early care and education programs is of high quality and will produce highly effective, knowledgeable, and skilled early educators for the field, thus having more positive outcomes for children and the families with whom they work.

For questions about the Community College Accreditation Project, go to http://earlylearningchallenge.nc.gov/activities/community-college-initiatives. To learn more about North Carolina's Community Colleges, go to http://www.nccommunitycolleges.edu/.

Community College Innovation Fund

The North Carolina Community College led the Early Childhood Education Innovation Fund Project, which was established to support innovative strategies that expand access and improve student success in early childhood associate degree programs. Early childhood education had three important content areas as priorities for attention, including reducing barriers to learning, strengthening the early foundations of lifelong learning, and enhancing resources and capacities. To address these needs, the Growing Greatness Project worked with NC ACCESS faculty representatives from nine lead colleges and NC early childhood education partners to implement a one-year project with four specific objectives:

1. Incorporate an explicit and intentional emphasis on, and alignment with NC's early learning and development standards (*NC Foundations for Early Learning and Development*) and NC formative assessments to embed in NC early childhood education coursework,
2. Provide a sequence of professional development opportunities for NC early childhood education faculty to support the use of current, evidence-based content and methods in coursework and programs,
3. Update the program of study to support enhanced career pathways for early childhood education professionals, and
4. Increase pathways for early childhood education professionals through articulation and collaboration.

Major accomplishments of Growing Greatness
- Growing Greatness faculty partnered with NC Child Care Resource & Referral to distribute the updated *Foundations* document to Community College EC degree programs and a link to *Foundations* was posted on department websites.
- All courses are now aligned with NAEYC Standards, B-K standards, NC Professional Teaching Standards, INTASC standards, and DEC recommendations.
- A copy of Careers in Early Childhood, a North Carolina Directory 2015 edition was provided to each college along with an electronic link to the document. This document is to be used to support career exploration.
- Professional development was provided for faculty on the following topics:
    - CTE Career Pathways
    - Intensive Behavior Strategies in Foundations
    - Health Expectations in Child Care Centers
    - Evidence based practices to enhance activities and assignment resources
    - NC Early Childhood Teacher Assessment Tool

- o   Articulation
- o   Formative assessment in outdoor education
- Growing Greatness faculty worked with the Articulation Leadership Team and the Articulation Director hired by Child Care Services Association to expand opportunities for articulation.
- The team created a chart of EDU courses that articulate to BK programs.
- The team also engaged in discussions with NCCCS and high school articulation partners to ensure connections to ECE degree opportunities (CCP).
- Engaged ECE partners in discussions about increasing the use of college credits across systems and strategies (Ed2Career Summits).
- A focus group of business partners was held online with employers.
- Growing Greatness faculty worked to create textbook free course content.
- The team worked to expand accessibility (ADA compliance) with online course access by providing closed captioning for video resources.
- Growing Greatness faculty reached out to Head Start partners and identified strategies to support their needs for workforce access to CDA credits and degrees.
- All core courses now have *Foundations* and Formative Assessment imbedded content.

The most important lesson learned in this project was that teamwork and collaboration is the key to success. All colleges participated in the work. Teams were seamless in the delivery of grant objectives and often worked with outside agencies to ensure the work of the grant was relevant to employers and the community. Additionally, relationships were strengthened by the work of the grant and the work with North Carolina's K-12 partners.

For questions about the Innovation Fund to Improve Community College Access Project, go to http://earlylearningchallenge.nc.gov/activities/community-college-initiatives. To learn more about North Carolina's Community Colleges, go to http://www.nccommunitycolleges.edu/.

Master's Degree in Early Childhood Leadership

Two online master's degree programs have been developed to help meet a need in North Carolina for an advanced degree option focused on early childhood leadership and management. Directors of programs serving young children as well as community agency leaders who work on behalf of young children have long expressed a desire to learn more about leading and managing early childhood programs – and to do so in a flexible way.

The University of North Carolina at Greensboro is now offering an online Master of Education (M.Ed.) in Birth-Kindergarten Interdisciplinary Studies in Education and Development (BK:ISED), with an emphasis in Early Childhood Leadership & Program Administration. The University of North Carolina at Wilmington is now offering an online Master of Education (M.Ed.) in Leadership, Policy and Advocacy in Early Childhood. The two programs serve students spread across North Carolina representing almost all 100 counties. The first twenty-one students graduated from the two programs in Spring 2016.

The T.E.A.C.H. Early Childhood® Scholarship Program is available to assist students with the cost of tuition for both programs. Most students depend on T.E.A.C.H. scholarships even though they are currently working in the field of early care and education. Students who are not eligible for these scholarships are also enrolling in the programs.

UNCG's Program at a Glance
- Interdisciplinary program is jointly administered and run through the Departments of Human Development & Family Studies and Specialized Education Services
- Online synchronous program – classes run from 5 to 6:50 pm on the computer
- 37 credit hours
- Completed in 2 years (including 2 summers) for full time students; completed in 3 years for most part time students
- Individualized leadership internships during final semester
- Applications due February 1 for fall enrollment

For more information about UNCG's program, go to:
http://www.uncg.edu/hdf/graduates/MED_pgrm.html
or
http://soe.uncg.edu/academics/departments/ses/ses-programs/master-of-education-in-birth-kindergarten-interdisciplinary-studies-in-education-and-development-bkised/

UNCW's Program at a Glance
- Unique program with a focus on developing leaders, advocates, and public policy experts. Required courses are located in the Watson College of Education in the Departments of Educational Leadership and Early Childhood, Elementary, Literacy, Middle, and Special Education. Students also have opportunities to take courses in English as a Second Language, in the Cameron School of Business in conflict management, and the Department of Public Administration in non-profit management, to name a few.
- Classes are offered online and completely asynchronous.
- Each student completes a culminating project that contributes to the field of early childhood education.
- 36 credit hours
- Completed in 2 years (including 2 summers) for most students (taking 2 courses each semester).
- Individualized leadership internships and an option to experience early childhood programs in foreign countries through faculty-led study abroad internships.
- Applications accepted on a rolling basis (May 15 for fall admission, October 15 for spring admission, and March 15 for summer admission).

For more information about UNCW's program, go to: http://uncw.edu/ed/degree_grad.html

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
*(Enter **narrative** here, we suggest a 1,000 word limit)*

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.

K-3 Formative Assessment Process

K-3 Assessment Project Goals
Project 15.1, K-3 Assessment, was funded for the purpose of developing and implementing a K-3 assessment that measures five domains of development (approaches to play and learning, general cognitive development, emotional and social development, health and physical development, and language and literacy development) for use by all kindergarten through 3rd grade teachers to inform teaching and learning. This project also supports the goal that by December 2016, North Carolina will have a valid, reliable kindergarten entry assessment that has been piloted extensively and is ready to be implemented on a statewide basis and entered into the statewide longitudinal data system.

K-3 Assessment Design and Development
Work on this activity began officially with the convening of the K-3 Formative Assessment Think Tank, a group of North Carolina scholars, scientists, and researchers who authored a report, *Assessment for Learning and Development in K-3*, in which claims, or broad learning goals, were identified and supported with research, a formative assessment process was promoted, and recommendations for design and implementation were noted. This report was delivered to the Assessment Design Team, which was convened in September, 2013. Margaret Heritage, a nationally-recognized expert on formative assessment, guided the design process, and Catherine Scott-Little, a nationally-recognized expert on early learning standards, facilitated meetings of the Assessment Design Team. Claims and learning goals identified by the Think Tank were deconstructed to identify constructs within five developmental domains, learning progressions and assessment means were developed, and all assessment materials underwent extensive external review. Assessment design was finalized in June, 2015.

K-3 Assessment Pilot Testing
The University of North Carolina at Charlotte has coordinated the pilot testing of the K-3 Assessment. Dr. Rich Lambert, the primary investigator for the pilot, designed a pilot study that includes a survey of all participating teachers, as well as classroom observations and interviews with select teachers and administrators from across the state. The first pilot study included the kindergarten portion of the K-3 Assessment and was conducted in 250 kindergarten classrooms from August – November, 2014. Findings from the pilot were used to make revisions to assessment materials and inform ongoing work on the full K-3 assessment.

The second phase of pilot testing, which included the full K-3 assessment was conducted from February – April, 2016. Two hundred fifty Kindergarten through 3rd grade teachers from five districts used the assessment materials for three select constructs with students in their classrooms. Given findings from the first phase of pilot testing, which indicated that teachers were challenged by the

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need to learn both new content and the formative assessment process, the amount of time and number of constructs included in the second phase of pilot testing were reduced. Findings from this phase of pilot testing are being used to inform planning for scaling up the full K-3 assessment. In addition, participating districts continue working with the assessment materials and providing feedback for improvement.

K-3 Assessment Roll Out and Scale Up
Implementation of the kindergarten entry portion of the K-3 Formative Assessment Process began in all kindergarten classrooms in the fall of 2015. Based on findings from the first phase of the pilot process, and consistent with changes made in legislative requirements, implementation began with three constructs. During the first 60 days of school, Kindergarten teachers were required to collect documentation of learning for all of their students in the areas of Book Orientation, Print Awareness, and Object Counting. Districts were encouraged to promote exploration of the remaining constructs throughout the remainder of the 2015-16 school year. District Implementation Teams responsible for overseeing the implementation of the first phase of KEA were established in each district and convened at a series of regionally-based, face-to-face meetings for training related to the content of the assessment, as well as select elements of implementation science. With guidance from RTT-ELC staff, members of the District Implementation Teams developed plans for professional development, teacher support, and communication. In addition, ongoing support was provided throughout the school year by RTT-ELC staff and contractors through written communication, virtual meetings, webinars, and onsite visits.

In preparation for full implementation of the kindergarten entry portion of the K-3 Formative Assessment Process in the fall of 2016, District Implementation Teams were brought back together at regional meetings in the spring of 2016. Teams revised their implementation plans, reviewed professional development materials, organized training sessions, and planned for ongoing support. During the first 60 days of the 2016-17 school year, Kindergarten teachers collect evidence of learning for all of their students in seven constructs covering all five domains of development. Again, districts are encouraged to have their kindergarten teachers continue implementing the formative assessment process after the first 60 days, collecting and analyzing evidence gathered during instruction to better understand each child's development and provide the support needed to move learning forward.

Plans for implementing the K-3 Formative Assessment Process in 1st, 2nd, and 3rd grades are under development. Findings from the 2nd phase of pilot testing, along with lessons learned and success stories from statewide implementation of the kindergarten portion of the assessment are essential to the development of a plan for scaling up that is sustainable over time.

For more information:
http://earlylearningchallenge.nc.gov/k-3-formative-assessment

http://rtt-elc-k3assessment.ncdpi.wikispaces.net/

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.

North Carolina has recently launched the **NC Early Childhood Integrated Data System (NC ECIDS)**, which is North Carolina's single source for integrated early childhood education, health and social service data from participating programs. NC ECIDS is designed to provide a high-quality, comprehensive, integrated early childhood data system for North Carolina to inform policies and programs that produce better outcomes for children and families.

NC ECIDS data are available through an interactive web portal (https://www.ecids.nc.gov) that provides aggregate statewide reports that can also be customized by county, child demographics, and state fiscal year. NC ECIDS also has a dedicated, private data request portal for research data requests.

The goal of NC ECIDS is to provide data that leads to: 1) better insight into how early childhood services are utilized across the state; 2) better answers to key early childhood policy and program questions; 3) better decisions regarding use and refinement of early childhood programs; and 4) better outcomes for the children and families of North Carolina.

NC ECIDS is interoperable with North Carolina's Statewide Longitudinal Data System because the system was built using the same Unique Identifier (UID) vendor software for child records. The work is ongoing to connect the systems to allow examination of the effects of early childhood programs over time.

The North Carolina General Assembly also approved recurring state funding for the ongoing operations and maintenance of the NC Early Childhood Integrated Data System (NC ECIDS) for sustainability beyond the RTT-ELC grant funding.

Smart Start Data Project
The North Carolina Partnership for Children (NCPC) spearheaded the assessment and enhancement of data collection and data management capacities of Smart Start local partnerships. This project began with a comprehensive assessment of local partnership data collection activities including measures, how the data are collected, where data are stored, computing platform, and how the data are used. The findings from the comprehensive assessment of local partnership data collection activities informed the work of the Smart Start Data Advisory Group (DAG), which made recommendations for common outcomes and measures for local partnerships to use in assessing their Smart Start funded activities. Through this work, NCPC developed a new Smart Start data reporting system for local partnerships to report on outputs and common outcomes for each Smart Start funded activity. Mini grants were also awarded to Smart Start local partnerships to support their local efforts to collect, measure, report and use programmatic data.

Smart Start local partnerships received extensive training on outputs and common outcomes, as well as on how to use the new data reporting system. In addition, the Smart Start Outcomes Measurement Tools Resource Guide was developed to aid local partnerships in selecting the measures for each of their intended outcomes. The Measures Guide includes over 100 pages of information on potential measures for each of the Smart Start common outcomes. It includes background information on each measure as well as guidance on how to summarize the results to report in the new Smart Start data reporting system. Partnerships began using the new reporting system in the fall of 2015 and began reporting outcome data in 2016.

NCPC also continued its work to promote the use of high quality measurement tools. Funding for data collection for KIPS (Keys to Interactive Parenting Scale, identified by the Data Advisory Group as a gold standard measure for parent and child interaction) assessments and equipment was a common request for mini grants, gathering significant interest by the third round of grants. In addition, a multi-agency collaborative initiative began to further the use of the CLASS.

NCPC has also engaged in a planning process with the NC Early Childhood Integrated Data System (NC ECIDS) project staff to promote alignment of data goals, to provide support for NC ECIDS development, and to work toward ultimately linking appropriate Smart Start data with NC ECIDS.

WORKS (Child Care Workforce Data System)
The Division of Child Development and Early Education (DCDEE) oversees North Carolina's early care and education licensing system that serves over 250,000 children in more than 8,600 licensed child care facilities and supports more than 40,000 members of the child care workforce.

As part of DCDEE's goals of child safety, quality services, and greater access and collaboration among families and providers, DCDEE seeks to develop greater integration between child care workforce certification, education tracking, and licensing systems. To this end, DCDEE is developing and rolling out the Workforce Online Reporting and Knowledge System (WORKS); a web-based, integrated system to collect, report, and track child care workforce information needed to support education requirements. This system will function as a single portal of entry for workforce education and professional development, and will automate, streamline, and expedite current processes allowing DCDEE staff to communicate more effectively and efficiently manage workforce education, employment, and communication.

Features of the new system will support the following:
- a single portal of entry for workforce education and professional development to collect, report, and track child care workforce information needed to support education and licensure requirements
- streamline education evaluations, using a web-based process designed to increase efficiency with which staff can process workforce applications and eliminate using paper applications
- provide the ability to promote and coordinate educational programs and materials designed to improve the quality of child care available in the state and enable DCDEE to continue to comply with state child care rules and regulations
- consolidate and standardize data collection and storage; reduce the error rate at intake of documentation and improve data integrity
- allow for future expansion of additional modules

- eliminate the need for the office space required for DCDEE to store hard copies of application documents and the cost of printing the education evaluation documents

WORKS will:
- provide the ability to link early childhood workforce data to the NC Early Childhood Data System (NC ECIDS),
- provide the ability to easily accommodate changes to child care licensing requirements, such as
    o legislative changes,
    o modification of data elements,
    o reporting, and
    o changes to rule or law related to education requirements and evaluations,
- enable provider and workforce direct access to the system to allow self-directed updates and status checks,
- provide close to real-time transfer of data between DCDEE and DCDEE's internal systems (for example, the regulatory interface), and
- provide improved reporting capability.

To sustain the Workforce Online Reporting and Knowledge System, DCDEE will continue to provide the services and support necessary for operations and maintenance of the 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.

As identified throughout this report, many of North Carolina's RTT-ELC activities have strong sustainability plans in place and, furthermore, many grant funded activities were designed to build capacity for strengthening early learning and development into the future beyond the grant. North Carolina's participating agencies remain committed to the collaborative work of building strong state systems to support young children's learning and development.

Appendices:

Budget Tables

and

Performance Measure Tables

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (4/22/2016)

Effective Date: 4/22/2016

Status: Approved

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$161,822.74	$161,822.74	$841,679.19	$841,679.19	$1,057,239.49	$1,057,239.49	$964,168.18	$964,168.18	$1,138,316.57	$0.00	$4,163,226.17	$3,024,909.60
2. Fringe Benefits	$27,794.87	$27,794.87	$245,187.39	$245,187.39	$281,478.17	$281,478.17	$209,579.80	$209,579.80	$469,909.62	$0.00	$1,233,949.85	$764,040.23
3. Travel	$3,462.60	$3,462.60	$138,725.31	$138,725.31	$91,272.34	$91,272.34	$148,242.54	$148,242.54	$41,849.51	$0.00	$423,552.30	$381,702.79
4. Equipment	$14,352.90	$14,352.90	$12,844.41	$12,844.41	$1,040.35	$1,040.35	$6,338.44	$6,338.44	$14,666.51	$0.00	$49,242.61	$34,576.10
5. Supplies	$1,147.14	$1,147.14	$5,032.98	$5,032.98	$2,189.18	$2,189.18	$23,412.56	$23,412.56	$2,668.70	$0.00	$34,450.56	$31,781.86
6. Contractual	$284,864.01	$284,864.01	$6,958,391.18	$6,958,391.18	$14,962,655.88	$14,962,655.88	$14,858,813.87	$14,858,813.87	$25,212,161.11	$0.00	$62,276,886.05	$37,064,724.94
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$776.72	$776.72	$63,404.84	$63,404.62	$17,791.08	$17,791.08	$281,539.23	$281,539.23	$790,709.58	$0.00	$1,154,221.45	$363,511.65
9. Total Direct Costs	$494,220.98	$494,220.98	$8,265,265.30	$8,265,265.08	$16,413,666.49	$16,413,666.49	$16,492,094.62	$16,492,094.62	$27,670,281.60	$0.00	$69,335,528.99	$41,665,247.17
10. Indirect Costs	$0.00	$0.00	$5,060.06	$5,060.06	$103,148.78	$103,148.78	$8,121.50	$8,121.50	$139,261.45	$0.00	$255,591.79	$116,330.34
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$3,241.19	$3,241.19	$15,428.30	$15,428.30	$58,182.16	$58,182.16	$0.00	$0.00	$323,148.35	$0.00	$400,000.00	$76,851.65
13. Total Grant Funds Requested	$497,462.17	$497,462.17	$8,285,753.66	$8,285,753.44	$16,574,997.43	$16,574,997.43	$16,500,216.12	$16,500,216.12	$28,132,691.40	$0.00	$69,991,120.78	$41,858,429.16
14. Funds from other sources used to support the State Plan	$3,455,432.00	$3,455,432.00	$3,480,802.00	$3,480,802.00	$3,132,475.00	$3,132,475.00	$3,132,475.00	$3,132,475.00	$0.00	$0.00	$13,201,184.00	$13,201,184.00
15. Total Statewide Budget	$3,952,894.17	$3,952,894.17	$11,766,555.66	$11,766,555.44	$19,707,472.43	$19,707,472.43	$19,632,691.12	$19,632,691.12	$28,132,691.40	$0.00	$83,192,304.78	$55,059,613.16

Grantee Drawdowns

Drawdown Totals		$497,462.17		$8,303,994.44		$16,574,997.22		$16,500,216.12		$18,837,080.30		

Grantee Drawdowns last updated: July 9, 2017

Comments

Budget revision to report 2015 expenditures for the 2015 APR and to carry forward unexpended funds into 2016.

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Overall Grants Management

Categories	Year 1: 1/1/2012 to 12/31/2012 Budgeted	Actual	Year 2: 1/1/2013 to 12/31/2013 Budgeted	Actual	Year 3: 1/1/2014 to 12/31/2014 Budgeted	Actual	Year 4: 1/1/2015 to 12/31/2015 Budgeted	Actual	Year 5: 1/1/2016 to 12/31/2016 Budgeted	Actual	Totals Budgeted	Actual
1. Personnel	$51,955.41	$51,955.41	$97,603.46	$97,603.46	$166,691.34	$166,691.34	$286,984.03	$286,984.03	$248,611.76	$0.00	$851,846.00	$603,234.24
2. Fringe Benefits	$14,628.01	$14,628.01	$23,823.58	$23,823.58	$17,873.79	$17,873.79	$1,103.77	$1,103.77	$188,692.85	$0.00	$246,122.00	$57,429.15
3. Travel	$0.00	$0.00	$142.50	$142.50	$2,252.46	$2,252.46	$136.85	$136.85	$29,468.19	$0.00	$32,000.00	$2,531.81
4. Equipment	$779.90	$779.90	$695.00	$695.00	$0.00	$0.00	$160.85	$160.85	$8,364.25	$0.00	$10,000.00	$1,635.75
5. Supplies	$212.20	$212.20	$575.62	$575.62	$521.15	$521.15	$2,639.50	$2,639.50	$1,051.53	$0.00	$5,000.00	$3,948.47
6. Contractual	$0.00	$0.00	$766,344.39	$766,344.39	$1,079,585.46	$1,079,585.46	$1,016,525.46	$1,016,525.46	$2,153,479.79	$0.00	$5,015,935.10	$2,862,455.31
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$381.08	$381.08	$3,862.38	$3,862.38	$3,330.59	$3,330.59	$0.00	$0.00	$88,271.95	$0.00	$95,846.00	$7,574.05
9. Total Direct Costs	$67,956.60	$67,956.60	$893,046.93	$893,046.93	$1,270,254.79	$1,270,254.79	$1,307,550.46	$1,307,550.46	$2,717,940.32	$0.00	$6,256,749.10	$3,538,808.78
10. Indirect Costs	$0.00	$0.00	$5,060.06	$5,060.06	$0.00	$0.00	$0.00	$0.00	$46,407.83	$0.00	$51,467.89	$5,060.06
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$3,241.19	$3,241.19	$15,428.30	$15,428.30	$58,182.16	$58,182.16	$0.00	$0.00	$323,148.35	$0.00	$400,000.00	$76,851.65
13. Total Grant Funds Requested	$71,197.79	$71,197.79	$913,535.29	$913,535.29	$1,328,436.95	$1,328,436.95	$1,307,550.46	$1,307,550.46	$3,087,496.50	$0.00	$6,708,216.99	$3,620,720.49
14. Funds from other sources used to support the State Plan	$322,957.00	$322,957.00	$348,327.00	$348,327.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$671,284.00	$671,284.00
15. Total Statewide Budget	$394,154.79	$394,154.79	$1,261,862.29	$1,261,862.29	$1,328,436.95	$1,328,436.95	$1,307,550.46	$1,307,550.46	$3,087,496.50	$0.00	$7,379,500.99	$4,292,004.49

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Data Systems and Management

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$497.60	$497.60	$180.49	$180.49	$11,565.70	$11,565.70	$2,756.21	$0.00	$15,000.00	$12,243.79
4. Equipment	$0.00	$0.00	$2,400.00	$2,400.00	$1,040.35	$1,040.35	$0.00	$0.00	$2,559.65	$0.00	$6,000.00	$3,440.35
5. Supplies	$0.00	$0.00	$158.51	$158.51	$302.06	$302.06	$0.00	$0.00	$1,539.43	$0.00	$2,000.00	$460.57
6. Contractual	$0.00	$0.00	$389,947.58	$389,947.58	$1,371,338.44	$1,371,338.44	$1,871,515.63	$1,871,515.63	$5,232,113.35	$0.00	$8,864,915.00	$3,632,801.65
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$2,920.03	$2,920.03	$1,078.34	$1,078.34	$0.00	$0.00	$2,437.63	$0.00	$6,436.00	$3,998.37
9. Total Direct Costs	$0.00	$0.00	$395,923.72	$395,923.72	$1,373,939.68	$1,373,939.68	$1,883,081.33	$1,883,081.33	$5,241,406.27	$0.00	$8,894,351.00	$3,652,944.73
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$0.00	$0.00	$395,923.72	$395,923.72	$1,373,939.68	$1,373,939.68	$1,883,081.33	$1,883,081.33	$5,241,406.27	$0.00	$8,894,351.00	$3,652,944.73
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$0.00	$0.00	$395,923.72	$395,923.72	$1,373,939.68	$1,373,939.68	$1,883,081.33	$1,883,081.33	$5,241,406.27	$0.00	$8,894,351.00	$3,652,944.73

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

PD Capacity Building

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,791.94	$46,791.94	$136,846.22	$0.00	$183,638.16	$46,791.94
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,791.94	$46,791.94	$136,846.22	$0.00	$183,638.16	$46,791.94
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,791.94	$46,791.94	$136,846.22	$0.00	$183,638.16	$46,791.94
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,791.94	$46,791.94	$136,846.22	$0.00	$183,638.16	$46,791.94

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Promote Participation in TQRIS

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$8,813.34	$8,813.34	$120,054.11	$120,054.11	$338,454.46	$338,454.46	$445,786.71	$445,786.71	$674,685.71	$0.00	$1,587,794.33	$913,108.62
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$49.20	$49.20	$7.22	$7.00	$4,315.56	$4,315.56	$0.00	$0.00	$0.00	$0.00	$4,371.98	$4,371.76
9. Total Direct Costs	$8,862.54	$8,862.54	$120,061.33	$120,061.11	$342,770.02	$342,770.02	$445,786.71	$445,786.71	$674,685.71	$0.00	$1,592,166.31	$917,480.38
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$8,862.54	$8,862.54	$120,061.33	$120,061.11	$342,770.02	$342,770.02	$445,786.71	$445,786.71	$674,685.71	$0.00	$1,592,166.31	$917,480.38
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$8,862.54	$8,862.54	$120,061.33	$120,061.11	$342,770.02	$342,770.02	$445,786.71	$445,786.71	$674,685.71	$0.00	$1,592,166.31	$917,480.38

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

New TQRIS Measurement Tool

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$221.80	$221.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$221.80	$221.80
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$39,809.50	$39,809.50	$189,321.08	$189,321.08	$161,129.73	$161,129.73	$353,695.32	$353,695.32	$792,021.20	$0.00	$1,535,976.83	$743,955.63
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$1,122.22	$1,122.22	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,155.02	$1,155.02
9. Total Direct Costs	$39,842.30	$39,842.30	$190,665.10	$190,665.10	$161,129.73	$161,129.73	$353,695.32	$353,695.32	$792,021.20	$0.00	$1,537,353.65	$745,332.45
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$39,842.30	$39,842.30	$190,665.10	$190,665.10	$161,129.73	$161,129.73	$353,695.32	$353,695.32	$792,021.20	$0.00	$1,537,353.65	$745,332.45
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$39,842.30	$39,842.30	$190,665.10	$190,665.10	$161,129.73	$161,129.73	$353,695.32	$353,695.32	$792,021.20	$0.00	$1,537,353.65	$745,332.45

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Increase Access HQ ELDs

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$63,363.97	$63,363.97	$46,648.85	$46,648.85	$23,248.35	$0.00	**$133,261.17**	**$110,012.82**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	$18,705.00	$18,705.00	$16,061.70	$16,061.70	$5,716.77	$0.00	**$40,483.47**	**$34,766.70**
3. Travel	$0.00	$0.00	$388.69	$388.69	$2,846.40	$2,846.40	$1,428.24	$1,428.24	$9,625.11	$0.00	**$14,288.44**	**$4,663.33**
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,742.61	$0.00	**$3,742.61**	**$0.00**
5. Supplies	$0.00	$0.00	$570.32	$570.32	$196.74	$196.74	$1,206.32	$1,206.32	$77.74	$0.00	**$2,051.12**	**$1,973.38**
6. Contractual	$68,491.25	$68,491.25	$447,567.09	$447,567.09	$1,168,304.61	$1,168,304.61	$1,387,827.78	$1,387,827.78	$1,569,786.94	$0.00	**$4,641,977.67**	**$3,072,190.73**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
8. Other	$44.70	$44.70	$4,682.79	$4,682.79	$1,478.58	$1,478.58	$0.00	$0.00	$0.00	$0.00	**$6,206.07**	**$6,206.07**
9. Total Direct Costs	$68,535.95	$68,535.95	$453,208.89	$453,208.89	$1,254,895.30	$1,254,895.30	$1,453,172.89	$1,453,172.89	$1,612,197.52	$0.00	**$4,842,010.55**	**$3,229,813.03**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
13. Total Grant Funds Requested	$68,535.95	$68,535.95	$453,208.89	$453,208.89	$1,254,895.30	$1,254,895.30	$1,453,172.89	$1,453,172.89	$1,612,197.52	$0.00	**$4,842,010.55**	**$3,229,813.03**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**	**$0.00**
15. Total Statewide Budget	**$68,535.95**	**$68,535.95**	**$453,208.89**	**$453,208.89**	**$1,254,895.30**	**$1,254,895.30**	**$1,453,172.89**	**$1,453,172.89**	**$1,612,197.52**	**$0.00**	**$4,842,010.55**	**$3,229,813.03**

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

TQRIS Validation

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$2,933.13	$2,933.13	$105,196.00	$105,196.00	$206,080.47	$206,080.47	$273,432.29	$273,432.29	$1,942,294.08	$0.00	$2,529,935.97	$587,641.89
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$538.27	$538.27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$571.07	$571.07
9. Total Direct Costs	$2,965.93	$2,965.93	$105,734.27	$105,734.27	$206,080.47	$206,080.47	$273,432.29	$273,432.29	$1,942,294.08	$0.00	$2,530,507.04	$588,212.96
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$2,965.93	$2,965.93	$105,734.27	$105,734.27	$206,080.47	$206,080.47	$273,432.29	$273,432.29	$1,942,294.08	$0.00	$2,530,507.04	$588,212.96
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$2,965.93	$2,965.93	$105,734.27	$105,734.27	$206,080.47	$206,080.47	$273,432.29	$273,432.29	$1,942,294.08	$0.00	$2,530,507.04	$588,212.96

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Enhanced Professional Development

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$39,101.36	$39,101.36	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,101.36	$39,101.36
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$268.10	$268.10	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$268.10	$268.10
6. Contractual	$10,393.87	$10,393.87	$901,241.16	$901,241.16	$1,788,688.03	$1,788,688.03	$1,256,777.79	$1,256,777.79	$1,142,004.48	$0.00	$5,099,105.33	$3,957,100.85
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$40,494.61	$40,494.61	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,527.41	$40,527.41
9. Total Direct Costs	$10,426.67	$10,426.67	$981,105.23	$981,105.23	$1,788,688.03	$1,788,688.03	$1,256,777.79	$1,256,777.79	$1,142,004.48	$0.00	$5,179,002.20	$4,036,997.72
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$10,426.67	$10,426.67	$981,105.23	$981,105.23	$1,788,688.03	$1,788,688.03	$1,256,777.79	$1,256,777.79	$1,142,004.48	$0.00	$5,179,002.20	$4,036,997.72
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$10,426.67	$10,426.67	$981,105.23	$981,105.23	$1,788,688.03	$1,788,688.03	$1,256,777.79	$1,256,777.79	$1,142,004.48	$0.00	$5,179,002.20	$4,036,997.72

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

ELDS

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$3,126.31	$3,126.31	$1,819.83	$1,819.83	$22,081.81	$22,081.81	$46,940.15	$46,940.15	$144,159.04	$0.00	$218,127.14	$73,968.10
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32.80	$32.80
9. Total Direct Costs	$3,159.11	$3,159.11	$1,819.83	$1,819.83	$22,081.81	$22,081.81	$46,940.15	$46,940.15	$144,159.04	$0.00	$218,159.94	$74,000.90
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$3,159.11	$3,159.11	$1,819.83	$1,819.83	$22,081.81	$22,081.81	$46,940.15	$46,940.15	$144,159.04	$0.00	$218,159.94	$74,000.90
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$3,159.11	$3,159.11	$1,819.83	$1,819.83	$22,081.81	$22,081.81	$46,940.15	$46,940.15	$144,159.04	$0.00	$218,159.94	$74,000.90

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Certification and Licensure

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$1,076.20	$1,076.20	$1,128.70	$1,128.70	$2,523.80	$2,523.80	$0.00	$0.00	$4,728.70	$4,728.70
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$381.34	$381.34	$0.00	$0.00	$750.00	$750.00	$0.00	$0.00	$1,131.34	$1,131.34
6. Contractual	$37,548.42	$37,548.42	$609,054.21	$609,054.21	$552,778.04	$552,778.04	$270,400.18	$270,400.18	$324,645.28	$0.00	$1,794,426.13	$1,469,780.85
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$39.34	$39.34	$1,968.81	$1,968.81	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,008.15	$2,008.15
9. Total Direct Costs	$37,587.76	$37,587.76	$612,480.56	$612,480.56	$553,906.74	$553,906.74	$273,673.98	$273,673.98	$324,645.28	$0.00	$1,802,294.32	$1,477,649.04
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$37,587.76	$37,587.76	$612,480.56	$612,480.56	$553,906.74	$553,906.74	$273,673.98	$273,673.98	$324,645.28	$0.00	$1,802,294.32	$1,477,649.04
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$37,587.76	$37,587.76	$612,480.56	$612,480.56	$553,906.74	$553,906.74	$273,673.98	$273,673.98	$324,645.28	$0.00	$1,802,294.32	$1,477,649.04

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Access and Accreditation

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$3,233.61	$3,233.61	$40,031.07	$40,031.07	$252,343.57	$252,343.57	$230,859.53	$230,859.53	$69,766.66	$0.00	$596,234.44	$526,467.78
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32.80	$32.80
9. Total Direct Costs	$3,266.41	$3,266.41	$40,031.07	$40,031.07	$252,343.57	$252,343.57	$230,859.53	$230,859.53	$69,766.66	$0.00	$596,267.24	$526,500.58
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$3,266.41	$3,266.41	$40,031.07	$40,031.07	$252,343.57	$252,343.57	$230,859.53	$230,859.53	$69,766.66	$0.00	$596,267.24	$526,500.58
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$3,266.41	$3,266.41	$40,031.07	$40,031.07	$252,343.57	$252,343.57	$230,859.53	$230,859.53	$69,766.66	$0.00	$596,267.24	$526,500.58

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Compensation and Retention

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$38,592.66	$38,592.66	$734,514.58	$734,514.58	$1,751,527.16	$1,751,527.16	$2,305,201.04	$2,305,201.04	$1,557,837.65	$0.00	$6,387,673.09	$4,829,835.44
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$63.91	$63.91	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$96.71	$96.71
9. Total Direct Costs	$38,625.46	$38,625.46	$734,578.49	$734,578.49	$1,751,527.16	$1,751,527.16	$2,305,201.04	$2,305,201.04	$1,557,837.65	$0.00	$6,387,769.80	$4,829,932.15
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$38,625.46	$38,625.46	$734,578.49	$734,578.49	$1,751,527.16	$1,751,527.16	$2,305,201.04	$2,305,201.04	$1,557,837.65	$0.00	$6,387,769.80	$4,829,932.15
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$38,625.46	$38,625.46	$734,578.49	$734,578.49	$1,751,527.16	$1,751,527.16	$2,305,201.04	$2,305,201.04	$1,557,837.65	$0.00	$6,387,769.80	$4,829,932.15

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Cultural Competence

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$3,126.31	$3,126.31	$192,326.45	$192,326.45	$478,089.77	$478,089.77	$95,165.10	$95,165.10	$194,215.68	$0.00	$962,923.31	$768,707.63
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$34.77	$34.77	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$67.57	$67.57
9. Total Direct Costs	$3,159.11	$3,159.11	$192,361.22	$192,361.22	$478,089.77	$478,089.77	$95,165.10	$95,165.10	$194,215.68	$0.00	$962,990.88	$768,775.20
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$3,159.11	$3,159.11	$192,361.22	$192,361.22	$478,089.77	$478,089.77	$95,165.10	$95,165.10	$194,215.68	$0.00	$962,990.88	$768,775.20
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$3,159.11	$3,159.11	$192,361.22	$192,361.22	$478,089.77	$478,089.77	$95,165.10	$95,165.10	$194,215.68	$0.00	$962,990.88	$768,775.20

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

ECDL

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$3,126.90	$3,126.90	$132,269.39	$132,269.39	$288,802.35	$288,802.35	$195,816.91	$195,816.91	$133,211.35	$0.00	$753,226.90	$620,015.55
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$32.80	$32.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32.80	$32.80
9. Total Direct Costs	$3,159.70	$3,159.70	$132,269.39	$132,269.39	$288,802.35	$288,802.35	$195,816.91	$195,816.91	$133,211.35	$0.00	$753,259.70	$620,048.35
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$3,159.70	$3,159.70	$132,269.39	$132,269.39	$288,802.35	$288,802.35	$195,816.91	$195,816.91	$133,211.35	$0.00	$753,259.70	$620,048.35
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$3,159.70	$3,159.70	$132,269.39	$132,269.39	$288,802.35	$288,802.35	$195,816.91	$195,816.91	$133,211.35	$0.00	$753,259.70	$620,048.35

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

K-3 Assessment

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$109,867.33	$109,867.33	$744,075.73	$744,075.73	$827,184.18	$827,184.18	$510,535.30	$510,535.30	$866,456.46	$0.00	$3,058,119.00	$2,191,662.54
2. Fringe Benefits	$13,166.86	$13,166.86	$221,363.81	$221,363.81	$244,899.38	$244,899.38	$153,169.33	$153,169.33	$275,500.00	$0.00	$908,099.38	$632,599.38
3. Travel	$3,462.60	$3,462.60	$97,297.16	$97,297.16	$84,864.29	$84,864.29	$122,587.95	$122,587.95	$0.00	$0.00	$308,212.00	$308,212.00
4. Equipment	$13,573.00	$13,573.00	$9,749.41	$9,749.41	$0.00	$0.00	$4,677.59	$4,677.59	$0.00	$0.00	$28,000.00	$28,000.00
5. Supplies	$934.94	$934.94	$3,079.09	$3,079.09	$1,169.23	$1,169.23	$18,816.74	$18,816.74	$0.00	$0.00	$24,000.00	$24,000.00
6. Contractual	$14,918.71	$14,918.71	$275,406.42	$275,406.42	$625,235.84	$625,235.84	$438,489.22	$438,489.22	$2,896,480.96	$0.00	$4,250,531.15	$1,354,050.19
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$7,709.83	$7,709.83	$7,588.01	$7,588.01	$281,539.23	$281,539.23	$700,000.00	$0.00	$996,837.07	$296,837.07
9. Total Direct Costs	$155,923.44	$155,923.44	$1,358,681.45	$1,358,681.45	$1,790,940.93	$1,790,940.93	$1,529,815.36	$1,529,815.36	$4,738,437.42	$0.00	$9,573,798.60	$4,835,361.18
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$103,148.78	$103,148.78	$0.00	$0.00	$92,853.62	$0.00	$196,002.40	$103,148.78
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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$155,923.44	$155,923.44	$1,358,681.45	$1,358,681.45	$1,894,089.71	$1,894,089.71	$1,529,815.36	$1,529,815.36	$4,831,291.04	$0.00	$9,769,801.00	$4,938,509.96
14. Funds from other sources used to support the State Plan	$120,000.00	$120,000.00	$120,000.00	$120,000.00	$120,000.00	$120,000.00	$120,000.00	$120,000.00	$0.00	$0.00	$480,000.00	$480,000.00
15. Total Statewide Budget	$275,923.44	$275,923.44	$1,478,681.45	$1,478,681.45	$2,014,089.71	$2,014,089.71	$1,649,815.36	$1,649,815.36	$4,831,291.04	$0.00	$10,249,801.00	$5,418,509.96

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Family Engagement

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$50,750.00	$50,750.00	$460,136.48	$460,136.48	$679,173.00	$679,173.00	$346,975.00	$346,975.00	$462,965.52	$0.00	$2,000,000.00	$1,537,034.48
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs	$50,750.00	$50,750.00	$460,136.48	$460,136.48	$679,173.00	$679,173.00	$346,975.00	$346,975.00	$462,965.52	$0.00	$2,000,000.00	$1,537,034.48
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$50,750.00	$50,750.00	$460,136.48	$460,136.48	$679,173.00	$679,173.00	$346,975.00	$346,975.00	$462,965.52	$0.00	$2,000,000.00	$1,537,034.48
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
15. Total Statewide Budget	$50,750.00	$50,750.00	$460,136.48	$460,136.48	$679,173.00	$679,173.00	$346,975.00	$346,975.00	$462,965.52	$0.00	$2,000,000.00	$1,537,034.48

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Family Strengthening

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00	$120,000.00	$0.00	$0.00	$120,000.00	$120,000.00
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$39,245.00	$39,245.00	$0.00	$0.00	$39,245.00	$39,245.00
3. Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$10,000.00	$10,000.00
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$1,500.00	$1,500.00
5. Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$0.00	$0.00	$0.00	$0.00	$1,746,159.68	$1,746,159.68	$1,506,491.99	$1,506,491.99	$2,557,941.83	$0.00	$5,810,593.50	$3,252,651.67
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$1,746,159.68*	*$1,746,159.68*	*$1,677,236.99*	*$1,677,236.99*	*$2,557,941.83*	*$0.00*	*$5,981,338.50*	*$3,423,396.67*
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,121.50	$8,121.50	$0.00	$0.00	$8,121.50	$8,121.50
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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$1,746,159.68*	*$1,746,159.68*	*$1,685,358.49*	*$1,685,358.49*	*$2,557,941.83*	*$0.00*	**$5,989,460.00**	**$3,431,518.17**
14. Funds from other sources used to support the State Plan	$72,475.00	$72,475.00	$72,475.00	$72,475.00	$72,475.00	$72,475.00	$72,475.00	$72,475.00	$0.00	$0.00	$289,900.00	$289,900.00
15. Total Statewide Budget	**$72,475.00**	**$72,475.00**	**$72,475.00**	**$72,475.00**	**$1,818,634.68**	**$1,818,634.68**	**$1,757,833.49**	**$1,757,833.49**	**$2,557,941.83**	**$0.00**	**$6,279,360.00**	**$3,721,418.17**

Budget Export Report
2012 - NC - Early Childhood Advisory Council
PR Award #: S412A120027

Award Amount: $69,991,121.00

Budget Version: Revision (3/3/2016)

Effective Date: 4/22/2016

Status: Approved

Partnership Initiatives

Categories	Year 1: 1/1/2012 to 12/31/2012		Year 2: 1/1/2013 to 12/31/2013		Year 3: 1/1/2014 to 12/31/2014		Year 4: 1/1/2015 to 12/31/2015		Year 5: 1/1/2016 to 12/31/2016		Totals	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$0.00	$0.00	$1,593,161.34	$1,593,161.34	$2,452,883.46	$2,452,883.46	$2,770,121.83	$2,770,121.83	$3,227,705.37	$0.00	$10,043,872.00	$6,816,166.63
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs	$0.00	$0.00	$1,593,161.34	$1,593,161.34	$2,452,883.46	$2,452,883.46	$2,770,121.83	$2,770,121.83	$3,227,705.37	$0.00	$10,043,872.00	$6,816,166.63
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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	$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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested	$0.00	$0.00	$1,593,161.34	$1,593,161.34	$2,452,883.46	$2,452,883.46	$2,770,121.83	$2,770,121.83	$3,227,705.37	$0.00	$10,043,872.00	$6,816,166.63
14. Funds from other sources used to support the State Plan	$2,940,000.00	$2,940,000.00	$2,940,000.00	$2,940,000.00	$2,940,000.00	$2,940,000.00	$2,940,000.00	$2,940,000.00	$0.00	$0.00	$11,760,000.00	$11,760,000.00
15. Total Statewide Budget	$2,940,000.00	$2,940,000.00	$4,533,161.34	$4,533,161.34	$5,392,883.46	$5,392,883.46	$5,710,121.83	$5,710,121.83	$3,227,705.37	$0.00	$21,803,872.00	$18,576,166.63

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	990	90.00%	1,045	95.00%	1,078	98.00%	1,100	100.00%
Early Head Start and Head Start[1]	350	95.00%	350	95.00%	350	95.00%	350	95.00%
Programs funded by IDEA, Part C								
Programs funded by IDEA, Part B, section 619	539	56.00%	567	59.00%	596	62.00%	616	64.00%
Programs funded under Title I of ESEA								
Programs receiving from CCDF funds	6,573	90.00%	6,719	92.00%	7,012	96.00%	7,012	96.00%

[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.

| Type of Early Learning and Development Programs in the State | ACTUALS Number and Percent of Early Learning and Development Programs in 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	1,100	850	75.00%	1,121	1,028	84.00%	1,218	1,027	84.00%	1,170	1,170	100.00%	1,159	1,159	100.00%	1,164	1,164	100.00%
Specify NC Pre-K																		
Early Head Start and Head Start[1]	368	350	95.00%	368	350	95.00%	368	350	95.00%	424	402	95.00%	441	419	95.00%	459	436	95.00%
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619	962	522	54.00%	962	545	57.00%	962	568	59.00%	2,013	1,308	65.00%	1,981	1,423	72.00%	1,980	1,423	72.00%
Programs funded under Title I of ESEA										645	510	79.00%	644	521	81.00%	646	523	81.00%
Programs receiving from CCDF funds	7,304	6,467	88.00%	6,190	5,694	91.00%	5,525	5,129	93.00%	5,230	4,952	95.00%	5,000	4,724	94.00%	4,835	4,565	94.00%

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

	TARGETS				ACTUALS					
	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	8,341	8,341	8,341	8,341	8,101	7,614	7,251	7,083	6,868	6,619
Number of Programs in Tier 1	756	630	516	410	1,119	637	484	441	416	342
Number of Programs in Tier 2	434	350	281	220	892	511	335	270	239	206
Number of Programs in Tier 3	2,335	2,512	2,638	2,755	1,722	1,811	1,701	1,630	1,497	1,430
Number of Programs in Tier 4	2,035	2,065	2,114	2,155	1,811	1,884	1,890	1,803	1,807	1,748
Number of Programs in Tier 5	2,226	2,259	2,297	2,336	2,002	2,128	2,228	2,302	2,378	2,370
Number of Programs Enrolled But Not Yet Rated										

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 Program in the State	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	22,281	90.00%	23,519	95.00%	24,262	98.00%	24,757	100.00%
Early Head Start and Head Start[1]	22,348	92.00%	22,348	92.00%	22,591	93.00%	23,076	95.00%
Programs funded by IDEA, Part C	9,940	100.00%	10,040	100.00%	10,140	100.00%	10,242	100.00%
Programs funded by IDEA, Part B, section 619	13,646	56.00%	14,377	59.00%	15,108	62.00%	15,596	64.00%
Programs funded under Title I of ESEA								
Programs receiving from CCDF funds	62,253	63.00%	64,229	65.00%	66,205	67.00%	69,170	70.00%

[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 | | | | | | | | | | | | | | | | | |
| | Baseline | | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
Type of Early Learning and Development Programs in the State	# 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	24,757	18,568	75.00%	27,531	23,632	86.00%	28,986	25,553	88.00%	26,851	26,851	100.00%	27,458	27,458	100.00%	27,109	27,109	100.00%
Specify NC Pre-K																		
Early Head Start and Head Start[1]	24,291	22,348	92.00%	24,291	22,348	92.00%	24,970	22,972	92.00%	22,869	21,268	93.00%	26,642	25,310	95.00%	25,417	24,146	95.00%
Programs funded by IDEA, Part C	9,842	9,842	100.00%	10,206	10,206	100.00%	10,190	10,190	100.00%	10,010	10,010	100.00%	10,172	10,172	100.00%	10,387	10,387	100.00%
Programs funded by IDEA, Part B, section 619	24,369	13,160	54.00%	23,459	13,372	57.00%	22,661	13,370	59.00%	12,367	8,038	65.00%	12,524	9,017	72.00%	12,663	9,117	72.00%
Programs funded under Title I of ESEA										10,333	8,149	79.00%	10,310	8,351	81.00%	10,338	8,374	81.00%
Programs receiving from CCDF funds	98,814	60,178	61.00%	73,766	51,433	70.00%	65,753	48,367	76.00%	79,030	61,919	78.00%	76,373	60,887	80.00%	76,746	61,450	80.00%

[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	316,724	323,967	329,648	333,673	313,506	349,155	340,310	335,033	336,126	336,064
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	355,102	363,674	374,021	381,268	348,776	341,406	337,956	337,956	337,956	337,956

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					
	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	79	79	79	79	79	79	79	79	79	79
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	2,989	3,063	3,139	3,217	2,915	2,618	2,317	1,072	2,617	2,311

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	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
BA/BS in Child Development or ECE with Birth-Kindergarten License	2,033	9.30%	2,166	9.50%	2,342	9.80%	2,500	10.00%
BA/BS in Child Development or ECE	1,290	5.90%	1,414	6.20%	1,554	6.50%	1,750	7.00%
BA/BS in non-ECE plus at least 6 ECE courses	612	2.80%	798	3.50%	980	4.10%	1,250	5.00%
AAS in Early Childhood Education	4,919	22.50%	5,312	23.30%	5,808	24.30%	6,250	25.00%
BA/BS in non-ECE plus 1-5 courses	1,224	5.60%	1,186	5.20%	1,147	4.80%	1,125	4.50%
BA/BS in non-ECE and no ECE courses	525	2.40%	524	2.30%	526	2.20%	500	2.00%
AA/AAS in non-ECE plus at least 1 ECE course	568	2.60%	524	2.30%	526	2.20%	675	2.00%
AA/AAS in non-ECE and no ECE courses	175	0.80%	160	0.70%	143	0.60%	125	0.50%
HS diploma plus at least 6 ECE courses	5,246	24.00%	5,472	24.00%	5,784	24.20%	6,250	25.00%
HS diploma plus 1-5 ECE courses	4,700	21.50%	4,742	20.80%	4,732	19.80%	4,750	19.00%
HS diploma with no ECE coursework	568	2.60%	502	2.20%	359	1.50%	-	0.00%

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.

Type of Credential	ACTUALS Number and percentage of Early Childhood Educators who have moved up the progression of credentials,											
	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
BA/BS in Child Development or ECE with Birth-Kindergarten License	1,905	9.10%			1,517	6.70%	1,376	6.60%	1,568	7.20%	1,568	7.20%
BA/BS in Child Development or ECE	1,170	5.60%			1,243	5.50%	1,457	7.00%	1,601	7.30%	1,601	7.30%
BA/BS in non-ECE plus at least 6 ECE courses	472	2.20%			483	2.10%	1,903	9.10%	2,251	10.30%	2,251	10.30%
AAS in Early Childhood Education	4,568	21.70%			5,095	22.30%	4,439	21.30%	4,540	20.80%	4,540	20.80%
BA/BS in non-ECE plus 1-5 courses	1,255	6.00%			3,127	13.70%	1,164	5.60%	2,033	9.30%	2,033	9.30%
BA/BS in non-ECE and no ECE courses	497	2.40%			330	1.40%	272	1.30%	499	2.30%	499	2.30%
AA/AAS in non-ECE plus at least 1 ECE course	577	2.70%			1,115	4.90%	843	4.00%	949	4.30%	949	4.30%
AA/AAS in non-ECE and no ECE courses	174	0.80%			270	1.20%	134	0.60%	115	0.50%	115	0.50%
HS diploma plus at least 6 ECE courses	5,041	24.00%					4,183	20.10%	3,489	16.00%	3,489	16.00%
HS diploma plus 1-5 ECE courses	4,680	22.30%					4,220	20.30%	3,232	14.80%	3,232	14.80%
HS diploma with no ECE coursework	678	3.20%			634	2.80%	788	3.80%	1,507	6.90%	1,507	6.90%