

## RACE TO THE TOP EARLY LEARNING CHALLENGE



Overall, through the Race to the Top—Early Learning Challenge (RTT-ELC), more early learning and development programs are being included in States’ Tiered Quality Rating and Improvement Systems (TQRIS); more programs are at higher quality levels; and more children with high needs are enrolled in high-quality programs.

### 2015 PROGRESS UPDATE

Each RTT-ELC State committed to building or enhancing comprehensive State early learning systems and increasing access for children with high needs<sup>ii</sup> to high-quality, accountable early learning and development programs through a statewide Tiered Quality Rating and Improvement System (TQRIS). In the 2015 Annual Performance Reports (APRs), we learned that:

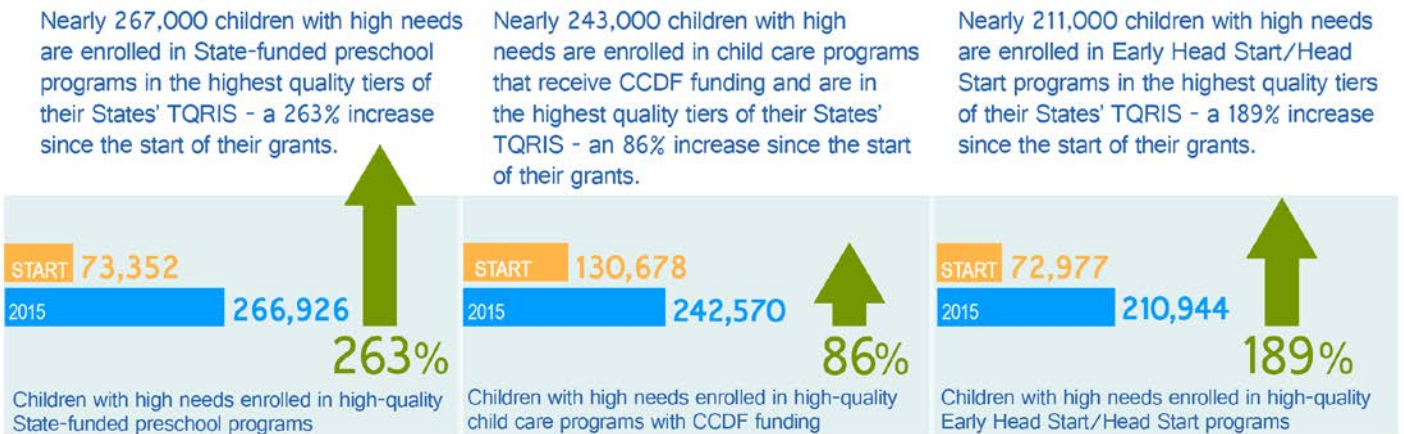


Figure 1. Access to High-Quality Early Learning and Development Programs in 20 RTT-ELC Grantee States. Orange bar represents the baseline States reported before their grant. Blue bar represents the number reported in States’ 2015 APRs.

The Race to the Top—Early Learning Challenge grants, authorized by Congress in 2011, are designed to improve the quality of early learning and development programs for children from birth through age 5. This discretionary grant program is administered jointly by the U.S. Department of Education and U.S. Department of Health and Human Services. This document provides a summary of States’ progress on key performance measures, as well as some States’ explanations for their progress on some of these measures.

## Where is RTT-ELC?

Twenty States were awarded four-year grants in three phases between 2012 and 2014.

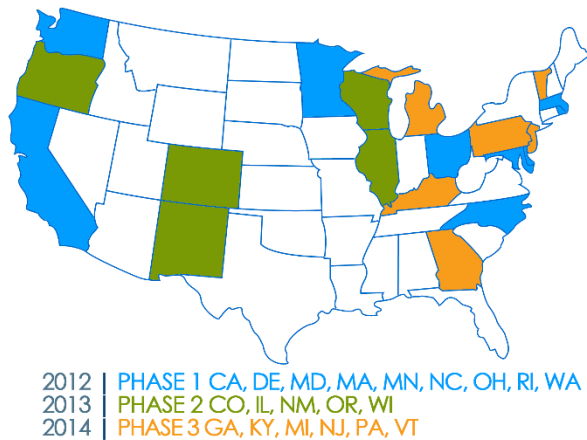


Figure 2. RTT-ELC Grantee States

## Kindergarten Readiness

Nineteen RTT-ELC States are committed to using Kindergarten Entry Assessments (KEAs) during the first weeks of school. Because all children have unique backgrounds, KEAs are important to understanding each child's knowledge and abilities when they enter kindergarten. KEAs are aligned with each State's early learning and development standards and cover all the essential domains of school readiness<sup>iii</sup>.

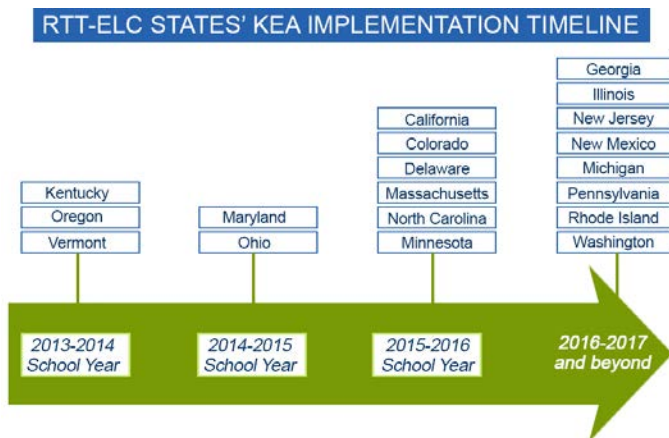


Figure 3. RTT-ELC Grantee KEA Implementation Timeline. Wisconsin did not elect to direct RTT-ELC funds toward the development of a KEA.

## Access to Quality

All RTT-ELC States committed to designing and implementing a Tiered Quality Rating and Improvement System (TQRIS)<sup>iv</sup> and enrolling publicly funded programs in that quality system.

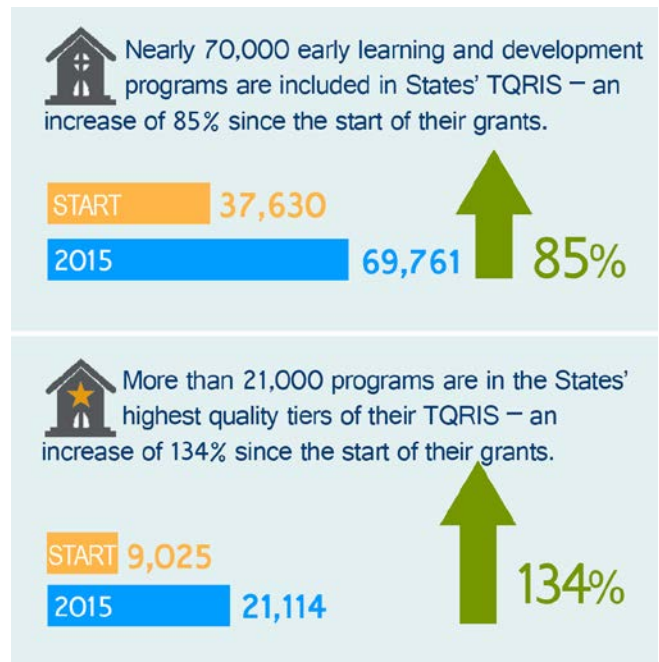


Figure 4. Increasing TQRIS Participation in 20 Grantee States.

Orange bar is the baseline States reported before their grant. Blue bar is the number reported in States' 2015 APRs.

## For More Information...

Information in this document is from the 2015 RTT-ELC APRs (submitted in the spring of 2016). Individual State APRs can be found at <http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/performance.html>.

For more information on other initiatives States are undertaking with their RTT-ELC grants, see <https://elc.grads360.org/#program/grantee-profiles>.

### State-Level APR Data Tables

Table 1: Increasing the Number of Early Learning and Development Programs in All Tiers of the TQRIS (Corresponds with RTT-ELC Performance Measure (B)(4)(c)(1))

Table 1: Number of Early Learning and Development Programs in All Tiers of the TQRIS							
State	Baseline	2012	2013	2014	2015	Change from Baseline	
Phase 1 Grantees	California	49	475	1,042	2,232	3,881	3,832
	Delaware	134	322	435	478	565	431
	Maryland	71	117	1,579	3,379	4,983	4,912
	Massachusetts <sup>1</sup>	1,345	4,489	4,410	5,891	5,207	3,862
	Minnesota	393	529	1,322	1,892	2,434	2,041
	North Carolina <sup>2</sup>	8,101	7,614	7,251	7,083	6,868	(1,233)
	Ohio	1,074	1,200	1,432	1,630	3,260	2,186
	Rhode Island	93	175	786	685	739	646
	Washington <sup>3</sup>	7,406	7,406	7,406	7,406	2,800	(4,606)
	<b>Total Phase 1 Grantees</b>	<b>18,666</b>	<b>22,327</b>	<b>25,663</b>	<b>30,676</b>	<b>30,737</b>	<b>11,468</b>
State	Baseline	2013	2014	2015	Change from Baseline		
Phase 2 Grantees	Colorado	473	465	492	4,403	3,930	
	Illinois	778	12,734	13,006	12,797	12,019	
	New Mexico <sup>4</sup>	1,027	1,027	998	986	(41)	
	Oregon	4,468	4,367	4,286	4,263	(205)	
	Wisconsin <sup>5</sup>	4,897	4,593	4,339	4,077	(820)	
	<b>Total Phase 2 Grantees</b>	<b>11,643</b>	<b>23,186</b>	<b>23,121</b>	<b>26,526</b>	<b>14,883</b>	
State	Baseline	2014	2015	Change from Baseline			
Phase 3 Grantees	Georgia	1,126	1,779	2,443	1,317		
	Kentucky <sup>6</sup>	899	1,026	1,723	824		
	Michigan	659	2,076	2,841	2,182		
	New Jersey	56	428	633	577		
	Pennsylvania	3,985	3,893	3,813	(172)		
	Vermont	596	986	1,045	449		
	<b>Total Phase 3 Grantees</b>	<b>7,321</b>	<b>10,188</b>	<b>12,498</b>	<b>5,177</b>		
<b>Grand Total</b>	<b># of Programs at Baseline</b>	<b># of Programs in 2015</b>		<b>Change</b>			
<b>All Grantees</b>	<b>37,630</b>	<b>69,761</b>		<b>32,131</b>			

Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (B)(4)(c)(1)

# 2015 PROGRESS UPDATE

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## Data Notes Provided by the States for Table 1: Number of Early Learning and Development Programs in All Tiers of the TQRIS

In their 2015 APRs, several States provided additional information for the changes in the number of programs in their TQRIS. Some states reported general reasons for the decreases in the number of programs, such as differences in how the data were reported or verified across years, or overall decreases in the number of regulated child care providers due in part to flat funding and rising program costs. State-specific APRs are available at <https://elc.grads360.org/#program/annual-performance-reports>.

- 1 (Massachusetts) In year 1 and year 2, reporting at all levels was based on a program's self-assessment of their TQRIS rating; for year 3 and year 4, the state is reporting on actual granted TQRIS Levels.
- 2 (North Carolina) In North Carolina, the TQRIS is built into the State's licensing system, so all licensed programs are considered part of the TQRIS. When looking at the progress made for increasing the number of Early Learning and Development programs in the top tiers of the TQRIS in North Carolina, the percentages of programs must be compared rather than the numbers as the baseline number of Total Number of Regulated Programs has decreased. North Carolina met or exceeded their targets for tiers 2, 4, and 5. Programs in tier 1 remained stable at 6 percent and programs in Tier 3 decreased by 1percent.
- 3 (Washington) In the 2015 APR, the wording "Total number of programs *enrolled in* the TQRIS" was updated from the 2012-2014 APR wording "Total number of programs *covered by* the TQRIS." In previous years of reporting, "*covered*" was interpreted by Washington to mean the number of providers who were able to sign up in Early Achievers and not the number of providers who were enrolled in the system. For the 2012, 2013, and 2014 APR reporting Washington maintained the baseline (7,406) as the number of programs "covered" by the TQRIS. In 2015, the number of programs actually enrolled in Early Achievers is 2,800.  
  
[Author's Note: In 2015, Washington did not count Tier 1 programs in their calculations of Total programs in the TQRIS because Tier 1 it is not the entry level of their TQRIS. Licensed programs that choose to sign up for Early Achievers are automatically enrolled at Tier 2 or above. While Washington chose to maintain their baseline of 7,406 programs that were "covered by" or eligible to sign up for their TQRIS, if the revised definition of "enrolled in the TQRIS" was applied to their baseline, Washington would have had 185 programs in Tiers 2-5 at baseline. By 2015, this number of programs actually enrolled in Early Achievers (defined as Tiers 2-5) is 2,800. This reflects an increase of 2,615 programs since baseline.]
- 4 (New Mexico) New Mexico is transitioning from its current AIM High TQRIS to a new five-tiered TQRIS, called FOCUS-TQRIS. Data includes programs participating in the AIM High TQRIS. There were no programs verified using FOCUS TQRIS during Year Two of the project. Verification of programs at the 3 STAR began in March 2014. The data above includes all providers from Basic Licensure and STAR level 2 and 2+ through STAR level 5.
- 5 (Wisconsin) Wisconsin saw a decrease in the overall number of child care providers throughout 2013, 2014, and 2015. The overall number of regulated child care providers in Wisconsin has been decreasing over the last decade, similar to the national trend [however,] the proportion of higher-rated programs increased.

# 2 0 1 5 P R O G R E S S U P D A T E

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6 (Kentucky)

The increase in program participation is due in part to a regulatory change that requires provider participation in a TQRIS to be eligible to receive funding from the Child Care Assistance Program. The data provided is for the STARS for KIDS NOW program, Kentucky's voluntary quality rating improvement system. The new Kentucky ALL STARS Quality Rating and Improvement System will be implemented in 2016 and 2017.

# 2 0 1 5 P R O G R E S S U P D A T E

Table 2: Increasing the Number of Programs in the Top Tiers of the TQRIS

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 2: Number of Early Learning and Development Programs in the Top Tiers of the TQRIS							
Phase 1 Grantees	State	Baseline	2012	2013	2014	2015	Change from Baseline
	California	33	194	628	1,169	2,220	2,187
	Delaware	36	102	189	284	374	338
	Maryland	25	17	108	166	193	168
	Massachusetts <sup>7</sup>	179	1,254	1,692	1,593	1,517	1,338
	Minnesota	365	483	1,119	1,397	1,653	1,288
	North Carolina	3,813	4,012	4,118	4,105	4,185	372
	Ohio	206	278	742	861	1,594	1,388
	Rhode Island	22	35	42	66	70	48
	Washington	162	181	253	444	931	769
	<b>Total Phase 1 Grantees</b>	<b>4,841</b>	<b>6,556</b>	<b>8,891</b>	<b>10,085</b>	<b>12,737</b>	<b>7,896</b>
Phase 2 Grantees	State	Baseline	2013	2014	2015	Change from Baseline	
	Colorado	386	377	396	622	236	
	Illinois	467	951	1,356	1,318	851	
	New Mexico	326	308	329	346	20	
	Oregon	-	17	212	320	320	
	Wisconsin	397	516	557	584	187	
	<b>Total Phase 2 Grantees</b>	<b>1,576</b>	<b>2,169</b>	<b>2,850</b>	<b>3,190</b>	<b>1,614</b>	
Phase 3 Grantees	State	Baseline	2014	2015	Change from Baseline		
	Georgia	142	318	584	442		
	Kentucky	251	250	255	4		
	Michigan <sup>8</sup>	604	1,881	2,480	1,876		
	New Jersey <sup>9</sup>	-	-	-	-		
	Pennsylvania	1,191	1,221	1,253	62		
	Vermont	420	514	615	195		
	<b>Total Phase 3 Grantees</b>	<b>2,608</b>	<b>4,184</b>	<b>5,187</b>	<b>2,579</b>		
<b>Grand Total All Grantees</b>	<b># of Programs at Baseline</b>	<b>9,025</b>	<b># of Programs in 2015</b>	<b>21,114</b>	<b>Change</b>	<b>12,089</b>	
Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (B)(4)(c)(1)							

## Data Notes Provided by the States for Table 2: Number of Early Learning and Development Programs in the Top Tiers of the TQRIS

Table 2 uses the grantees' definitions of their highest tiers and data from the 2015 APRs.

Sixteen States have 5 tiers in their TQRIS. Six of these States (CA, IL, MD, NC, RI, and WI) define their top tiers as tiers 4 and 5. Ten of these States (CO, DE, KY, MI, NJ, NM, OH, OR, VT, and WA) define their highest tiers as tiers 3, 4, and 5. Three States have 4 tiers in their TQRIS. Two of these States (MN and PA) define top tiers as tiers 3 and 4. One of these States (MA) defines its top tiers as tiers 2, 3, and 4. One State (GA) uses 3 tiers and defines the top tiers as tiers 2 and 3.

- 7 (Massachusetts) For year 3 and year 4, the actual numbers in Performance Measure (B)(4)(c)(1) are based on a program's granted TQRIS level, not self-assessment. The state will continue to verify the quality of programs that have applied for a TQRIS rating moving forward.
- 8 (Michigan) A large majority of the licensed programs in the higher tiers of GSQ [Michigan's Great Start to Quality Program] (3-5 Stars) reflect the mandatory GSQ participation for state-funded preschool (Great Start Readiness Program) providers and their community-based partners.
- 9 (New Jersey) New Jersey has not identified programs in "top tiers" as the State has not yet conducted ratings.... New Jersey anticipates the rating process commencing in early 2016 and continuing throughout the life of the grant.

# 2015 PROGRESS UPDATE

Table 3: Increasing the Number of Children with High Needs in State-Funded Preschool Programs that are in the Top Tiers of the TQRIS

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 3: Number of Children with High Needs Served by State-Funded Preschool Programs in the Top Tiers of the TQRIS							
State	Baseline	2012	2013	2014	2015	Change from Baseline	
Phase 1 Grantees	California	836	6,409	20,357	38,525	65,207	64,371
	Delaware	72	500	658	976	1,191	1,119
	Maryland <sup>10</sup>	-	148	1,032	1,018	260	260
	Massachusetts	4,308	5,844	3,456	3,071	4,208	(100)
	Minnesota	2,857	7,401	21,489	24,818	26,748	23,891
	North Carolina <sup>11</sup>	18,568	23,632	25,553	26,851	27,458	8,890
	Ohio <sup>12</sup>	-	-	-	4,858	13,546	13,546
	Rhode Island	69	-	73	175	259	190
	Washington	1,936	4,014	4,747	4,604	9,869	7,933
	<b>Total Phase 1 Grantees</b>	<b>28,646</b>	<b>47,948</b>	<b>77,365</b>	<b>104,896</b>	<b>148,746</b>	<b>120,100</b>
State	Baseline	2013	2014	2015	Change from Baseline		
Phase 2 Grantees	Colorado	6,623	6,249	5,472	9,820	3,197	
	Illinois	-	16,934	44,291	46,235	46,235	
	New Mexico <sup>13</sup>	1,463	-	-	5,407	3,944	
	Oregon	-	-	637	1,801	1,801	
	Wisconsin <sup>14</sup>	-	-	-	-	-	
	<b>Total Phase 2 Grantees</b>	<b>8,086</b>	<b>23,183</b>	<b>50,400</b>	<b>63,263</b>	<b>55,177</b>	
State	Baseline	2014	2015	Change from Baseline			
Phase 3 Grantees	Georgia	1,800	3,454	5,252	3,452		
	Kentucky <sup>15</sup>	-	-	-	-		
	Michigan	24,426	30,517	37,506	13,080		
	New Jersey <sup>16</sup>	-	-	-	-		
	Pennsylvania	4,863	5,222	6,478	1,615		
	Vermont	5,711	5,871	5,681	(30)		
	<b>Total Phase 3 Grantees</b>	<b>36,800</b>	<b>45,064</b>	<b>54,917</b>	<b>18,117</b>		
<b>Grand Total</b>	<b># of Children at Baseline</b>	<b># of Children in 2015</b>		<b>Change</b>			
<b>All Grantees</b>	<b>73,532</b>	<b>266,926</b>		<b>193,394</b>			

Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (B)(4)(c)(2)



## 2015 PROGRESS UPDATE

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### Data Notes Provided by the States for Table 3: Number of Children with High Needs Served by State-Funded Preschool Programs in the Top Tiers of the TQRIS

- 10 (Maryland) In years 2013 and 2014, Maryland's number in this category also included the number of children with high needs served by IDEA and Title I, which are both federally funded programs. At the time, MSDE's data tracking and reporting systems were unable to determine how many of those children (IDEA and Title I) are included within the stated number of children served by State-funded Pre-K programs. Thus, the figures given for State-funded Pre-K included children with high needs served by IDEA and Title I programs, resulting in a higher aggregate number. The 2015 number reflects a narrowing of the definition, and therefore greater accuracy. The number of classrooms participating in the Maryland EXCELS program at quality rating levels 4 and 5 was 13. The majority of children in public PreK programs are in programs that follow Maryland State regulations and are not required to participate in Maryland EXCELS; many of these programs are funded by Title I. Only public PreKs receiving federal Preschool Development Grants funds are required to participate in Maryland EXCELS. They are entering EXCELS programs and working up to the higher levels.
- 11 (North Carolina) The number of NC Pre-K sites participating in the TQRIS has increased because of the new law requiring Pre-K sites in public schools to have a four or five Star license by the 2014-2015 school year.
- 12 (Ohio) The expansion of Ohio's state funded public preschool allowed programs, that may have already been rated in one of the top tiers, to serve additional children within identified high needs populations. The zeros in Baseline, Year 1 and Year 2 reflect the types of early learning and development programs that were not initially eligible to participate in SUTQ [Step Up To Quality, Ohio's TQRIS]. SUTQ only became available to these types of programs (excluding Type B childcare) in October 2013, with the first star-ratings awarded in January 2014.
- 13 (New Mexico) All PED [Public Education Department] programs start at Tier 3 (Quality) and have two years to meet all criteria with the support of on-site consultation.
- 14 (Wisconsin) Currently, Wisconsin has no way of identifying which child care providers are participating in 4K [4-year-old kindergarten] Community Approach programs (4KCA) because neither DCF [Department of Children and Families] nor DPI [Department of Public Instruction] collects that information. DPI has decided to prioritize the collection of information from school districts so that each school that participates in 4KCA will be asked to name the child care providers with whom they contract. Once the data is in the DPI system, a match will be run at least annually and that information will be transferred into the YoungStar automated Case Management System.
- 15 (Kentucky) Data systems within the current STARS rating system are not capable of capturing this data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.
- 16 (New Jersey) New Jersey has not identified programs in "top tiers" as ratings have not yet been conducted. New Jersey anticipates the rating process commencing in early 2016 and continuing throughout the life of the grant.

# 2015 PROGRESS UPDATE

Table 4: Increasing the Number of Children with High Needs in CCDF-Funded Programs that are in the Top Tiers of the TQRIS

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 4: Number of Children with High Needs Served by CCDF-Funded Programs in the Top Tiers of the TQRIS							
Phase 1 Grantees	State	Baseline	2012	2013	2014	2015	Change from Baseline
	California	530	12,033	12,045	46,295	38,327	37,797
	Delaware <sup>17</sup>	446	1,113	1,927	4,336	6,869	6,423
	Maryland <sup>18</sup>	145	954	1,078	1,227	1,092	947
	Massachusetts	13,153	7,966	37,113	20,261	24,794	11,641
	Minnesota	4,049	2,395	5,150	5,261	6,001	1,952
	North Carolina	60,178	51,433	48,367	61,919	60,887	709
	Ohio <sup>19</sup>	7,369	9,947	11,027	9,895	10,005	2,636
	Rhode Island	244	563	576	811	794	550
	Washington	108	11,189	11,118	9,272	18,289	18,181
<b>Total Phase 1 Grantees</b>		<b>86,222</b>	<b>97,593</b>	<b>128,401</b>	<b>59,277</b>	<b>167,058</b>	<b>80,836</b>
Phase 2 Grantees	State	Baseline	2013	2014	2015	Change from Baseline	
	Colorado <sup>20</sup>	-	-	-	3,909	3,909	
	Illinois <sup>21</sup>	15,059	18,420	17,555	19,891	4,832	
	New Mexico	5,202	5,844	3,346	8,317	3,115	
	Oregon	-	48	450	1,702	1,702	
	Wisconsin	6,219	8,432	9,022	9,687	3,468	
<b>Total Phase 2 Grantees</b>		<b>26,480</b>	<b>32,744</b>	<b>30,373</b>	<b>43,506</b>	<b>17,026</b>	
Phase 3 Grantees	State	Baseline	2014	2015	Change from Baseline		
	Georgia	1,236	4,075	6,179	4,943		
	Kentucky <sup>22</sup>	-	-	-	-		
	Michigan	-	8,458	8,957	8,957		
	New Jersey <sup>23</sup>	-	-	-	-		
	Pennsylvania	14,019	15,719	13,538	(481)		
	Vermont	2,721	2,744	3,332	611		
<b>Total Phase 3 Grantees (n= 6)</b>		<b>17,976</b>	<b>30,996</b>	<b>32,006</b>	<b>14,030</b>		
<b>Grand Total</b>		<b># of Children at Baseline</b>		<b># of Children in 2015</b>		<b>Change</b>	
<b>All Grantees</b>		<b>130,678</b>		<b>242,570</b>		<b>111,892</b>	

Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (B)(4)(c)(2)

# 2015 PROGRESS UPDATE

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## Data Notes Provided by the States for Table 4: Number of Children with High Needs Served by CCDF-Funded Programs in the Top Tiers of the TQRIS

- 17 (Delaware) With regard to the programs funded by CCDF, the financial incentive was effective in attracting more early learning programs in the Stars/QRIS with more than 6,000 high-needs children enrolled in a top tier program of the QRIS
- 18 (Maryland) Explanation of the decline in children served by CCDF between year 1 to year 5: There was a freeze of intake to the Non-TCA [Temporary Cash Assistance -Maryland’s Temporary Assistance to Needy Families program] (usually the largest) sub-program instituted in March of 2011. Over the course of the next two years, enrollments naturally declined steadily, reaching a nadir in December of 2012. Reopening happened in two stages, with all income levels reopened by March of 2013, and recovery continued slowly through fiscal 2014, before stagnating in fiscal 2015.
- 19 (Ohio) There was an increase in the number of children served in PFCC [Publicly Funded Child Care] highly rated programs from Year 1 to Year 4 due to the increase in the number of highly rated programs. Additionally programs that were highly rated served an increased percentage of high needs children.
- 20 (Colorado) The reported baseline, year one, and year two actuals for the number and percentage of children in high quality programs receiving CCDF were 0 due to interpretation concerns of aggregated annual results applied to a dataset that is typically dynamic daily.
- 21 (Illinois) "Top Tiers of TQRIS" is defined here as Gold Circle of Quality in ExceleRate Illinois, with or without an Award of Excellence. The number of children shown as served by CCDF in Gold Circle of Quality programs may be somewhat undercounted as it only includes programs that had submitted complete data on children by funding stream as of December 31, 2015. Year One data had been estimated from licensed capacity and child care assistance voucher data.
- 22 (Kentucky) Data systems within the current STARS rating system are not capable of capturing this data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.
- 23 (New Jersey) New Jersey has not identified programs in “top tiers” as ratings have not yet been conducted. New Jersey anticipates the rating process commencing in early 2016 and continuing throughout the life of the grant.

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Table 5: Increasing the Number of Children with High Needs in Early Head Start/Head Start Programs that are in the Top Tiers of the TQRIS

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

Note: Each State determines which tiers they consider to be their top tiers for this performance measure.

Table 5: Number of Children with High Needs Served by Early Head Start/Head Start Programs in the Top Tiers of the TQRIS							
State	Baseline	2012	2013	2014	2015	Change from Baseline	
Phase 1 Grantees	California	208	2,704	11,564	21,000	33,560	33,352
	Delaware	227	2,481	2,613	2,539	2,020	1,793
	Maryland <sup>24</sup>	48	567	605	1,226	1,850	1,802
	Massachusetts <sup>25</sup>	9,614	10,770	16,086	8,246	6,193	(3,421)
	Minnesota	3,397	11,163	11,747	11,743	12,017	8,620
	North Carolina <sup>26</sup>	22,348	22,348	22,972	21,268	25,310	2,962
	Ohio	4,711	11,474	18,974	26,952	33,816	29,105
	Rhode Island	515	687	759	1,466	1,328	813
	Washington	3,401	7,175	6,371	4,668	8,420	5,019
	<b>Total Phase 1 Grantees</b>	<b>44,469</b>	<b>69,369</b>	<b>91,691</b>	<b>99,108</b>	<b>124,514</b>	<b>80,045</b>
State	Baseline	2013	2014	2015	Change from Baseline		
Phase 2 Grantees	Colorado	5,519	2,135	2,730	13,078	7,559	
	Illinois	-	2,257	9,213	10,891	10,891	
	New Mexico	3,842	3,662	3,662	3,662	(180)	
	Oregon	-	-	996	2,702	2,702	
	Wisconsin	2,432	2,983	3,172	5,223	2,791	
	<b>Total Phase 2 Grantees</b>	<b>11,793</b>	<b>11,037</b>	<b>19,773</b>	<b>35,556</b>	<b>23,763</b>	
State	Baseline	2014	2015	Change from Baseline			
Phase 3 Grantees	Georgia	520	2,671	6,603	6,083		
	Kentucky <sup>27</sup>	-	-	-	-		
	Michigan	13,060	22,545	34,255	21,195		
	New Jersey <sup>28</sup>	-	-	-	-		
	Pennsylvania	1,245	5,894	8,296	7,051		
	Vermont	1,890	1,685	1,720	(170)		
	<b>Total Phase 3 Grantees</b>	<b>16,715</b>	<b>32,795</b>	<b>50,874</b>	<b>34,159</b>		
<b>Grand Total</b>	<b># of Children at Baseline</b>	<b># of Children in 2015</b>		<b>Change</b>			
<b>All Grantees</b>	<b>72,977</b>	<b>210,944</b>		<b>137,967</b>			

Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (B)(4)(c)(2)

# 2015 PROGRESS UPDATE

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## Data Notes Provided by the States for Table 5: Number of Children with High Needs Served by Early Head Start/Head Start Programs in the Top Tiers of the TQRIS

- 24 (Maryland) In years 2013 and 2014, Maryland's number in this category also included the number of children with high needs served by IDEA and Title I, which are both federally funded programs. At the time, MSDE's data tracking and reporting systems were unable to determine how many of those children (IDEA and Title I) are included within the stated number of children served by State-funded Pre-K programs. Thus, the figures given for State-funded Pre-K included children with high needs served by IDEA and Title I programs, resulting in a higher aggregate number. The 2015 number reflects a narrowing of the definition, and therefore greater accuracy. The number of classrooms participating in the Maryland EXCELS program at quality rating levels 4 and 5 was 13. The majority of children in public PreK programs are in programs that follow Maryland State regulations and are not required to participate in Maryland EXCELS; many of these programs are funded by Title I. Only public PreKs receiving federal PDG funds are required to participate in Maryland EXCELS. They are entering EXCELS programs and working up to the higher levels.
- 25 (Massachusetts) Head Start: This data is from the FY 2015 Massachusetts Head Start Program Information Report. This includes Head Start Center Based programs and Family Center Based programs that are required to be in TQRIS (it does not include Home-Based programs as they are not required to participate in TQRIS). There were 15,566 high needs children served in Head Start programs participating in TQRIS at all levels. Of this total, only 6,193 high needs children were in programs at the top tiers of TQRIS (levels 2, 3 and 4). The percentage calculation was based on the following:  $6,193$  (total number high needs children in top tiers of QRIS) divided by  $15,566$  (total number high needs children in all TQRIS levels 1, 2, 3 and 4) equals 40%.
- 26 (North Carolina) For Early Head Start and Head Start: All Early Head Start and Head Start programs in the state are licensed and participate in the TQRIS, with the exception of two school districts. School districts are not required to be licensed, but all except two voluntarily participate in the TQRIS. It is estimated that 95 percent of Early Head Start and Head Start children in the state are in the top tiers of the TQRIS; actual data are not available. An estimate of 95 percent was calculated by adding up the number of programs in the two school districts that do not currently participate in the TQRIS and subtracting them out of the total.
- 27 (Kentucky) Data systems within the current STARS rating system are not capable of capturing this data. The State will include this level of data capture in the redesign of the TQRIS to be complete in later years of the grant.
- 28 (New Jersey) New Jersey has not identified programs in "top tiers" as ratings have not yet been conducted. New Jersey anticipates the rating process commencing in early 2016 and continuing throughout the life of the grant.

# 2 0 1 5 P R O G R E S S U P D A T E

Table 6: Leveraging Existing Resources (other than RTT-ELC funds) to Increase the Number of Children with High Needs who are Screened Using Developmental and Behavioral Screening Measures (Corresponds with Performance Measure (C)(3)(d))

For Table 6, only eight States (California, Delaware, Maryland, Michigan, New Jersey, North Carolina, Oregon, and Vermont) selected health promotion as a focus area. Data from these States is depicted in black type below.

Table 6: Number of Children with High Needs who are Screened using Screening Measures							
State	Baseline	2012	2013	2014	2015	Change from Baseline	
Phase 1 Grantees	California <sup>29</sup>	126,184	157,008	186,429	196,644	212,500	86,316
	Delaware	22,755	27,650	27,881	27,776	26,407	3,652
	Maryland	9,130	9,153	9,443	9,721	15,205	6,075
	Massachusetts	-	-	-	-	-	-
	Minnesota	-	-	-	-	-	-
	North Carolina	313,506	349,155	340,310	335,033	336,126	22,620
	Ohio	-	-	-	-	-	-
	Rhode Island	-	-	-	-	-	-
	Washington	-	-	-	-	-	-
	<b>Total Ph 1 Grantees</b>	<b>471,575</b>	<b>542,966</b>	<b>564,063</b>	<b>569,174</b>	<b>590,238</b>	<b>118,663</b>
State	Baseline	2013	2014	2015	Change from Baseline		
Phase 2 Grantees	Colorado	-	-	-	-	-	
	Illinois	-	-	-	-	-	
	New Mexico	-	-	-	-	-	
	Oregon <sup>30</sup>	13,375	37,500	16,427	26,816	13,441	
	Wisconsin	-	-	-	-	-	
	<b>Total Phase 2 Grantees</b>	<b>13,375</b>	<b>37,500</b>	<b>16,427</b>	<b>26,816</b>	<b>13,441</b>	
State	Baseline	2014	2015	Change from Baseline			
Phase 3 Grantees	Georgia	-	-	-	-		
	Kentucky	-	-	-	-		
	Michigan	14,400	56,763	58,457	44,057		
	New Jersey	75,399	86,880	95,480	20,081		
	Pennsylvania	-	-	-	-		
	Vermont	12,660	12,789	15,664	3,004		
	<b>Total Phase 3 Grantees</b>	<b>102,459</b>	<b>156,432</b>	<b>169,601</b>	<b>67,142</b>		
<b>Grand Total</b>	<b># of Children at Baseline</b>	<b># of Children in 2015</b>		<b>Change</b>			
<b>All Grantees</b>	<b>587,409</b>	<b>786,655</b>		<b>199,246</b>			

Source: 2015 Annual Performance Reports by 20 RTT-ELC States: Performance Measure (C)(3)(d)

## Data Notes Provided by the States for Table 6: Leveraging Existing Resources to Increase the Number of Children with High Needs Who Are Screened Using Screening Measures

- 29 (California) While 2015 demonstrates an 8 percent increase from 2014, the data included for "Number of Children with High Needs screened" continues to be significantly under-reported due to California's varied screening delivery systems and lack of a centralized data system. For these reasons, California is unable to report a true count of screenings that accurately reflects the wide array of delivery methods. To support screening data practices, California continues work with the Early Childhood Comprehensive Systems grant, focused on creating a system for consistent collection of common screening data indicators across various provider types.
- 30 (Oregon) Developmental screening is an incentive metric for which CCOs [Coordinated Care Organizations] receive financial incentives when demonstrating improved rates of developmental screening in medical clinics. An additional positive influence on developmental screening with the communities is the creation of 16 Early Learning Hubs (ELHs) covering the entire state. These ELHs are community-based organizations charged with addressing health disparities among their respective populations of children birth to five years old. A focus of their work is promoting developmental screening in collaboration with their local health clinics.

### End Notes

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- <sup>i</sup> The grantees' definitions of Highest Quality Tiers are provided on [page 7](#) of this report.
- <sup>ii</sup> Children with high needs are children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as defined by section 8013(7) of the Elementary and Secondary Education Act of 1965; who are migrant, homeless, or in foster care; and other children as identified by the State.
- <sup>iii</sup> Essential Domains of School Readiness are language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development).
- <sup>iv</sup> Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (e.g., through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.