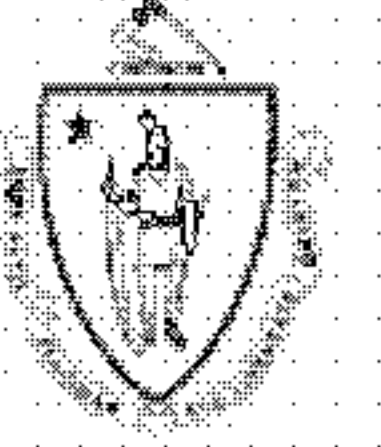
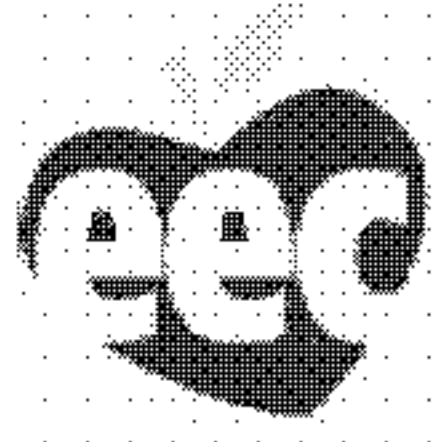


XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
A	ARRA Funding Table	A1
B	Promise Neighborhood Grant	A1
C	Sample Job Descriptions (3) for grant operations – Family/Community Coordinator	A3
D	Sample Job Descriptions (3) for grant operations – Tiered QRIS Specialist	A3
E	Sample Job Descriptions (3) for grant operations -- Family/Community Coordinator – program manager	A3
F	Tiered QRIS Standards	B1
G	Tiered QRIS – Standards Crosswalk	B1
H	Tiered QRIS Evaluation Logic Model	B3
I	MA Early Learning Standards	C1
J	AIR Study of Standards	C1
K	MA Standards Crosswalk	C1
L	Analysis of Common Core Standards	C1
M	WGBH Media Partnership and Research	C4, D2, Priority 5
N	Online Survey of Early Educators	C2 and C4
O	MIECHV Grant	C4
P	Brainbuilding in Progress Campaign – Next Steps	C4 and Priority 5
Q	Strategies for Improving the Early Education Workforce	D2
R	Mass. Core Competencies	D2

S	Kindergarten Entry Assessment Survey	E1
T	Core Goals of ECIS	E2
U	Workplan and Timeline for ECIS	E2
V	Technical Issues Surrounding Data Standards	E2
W	Data Sources for ECIS	E2
X	ECIS Uses and Outcomes	E2
Y	List of ECIS Indicators	E2
Z	MOU with EOE	A
AA	MOU with ESE	A, Priority 4, all
BB	MOU with DHE	A, D2
CC	MOU with SAC	A3
DD	MOU with Head Start State Collaboration Office	B1, Priority 4
EE	MOU with Children's Trust Fund	A, C4
FF	MOU with DPH	A, C4
GG	MOU with DMH	A, C4
HH	MOU with DCF	A, C4
II	MOU with DHCD	A, C4
JJ	MOU with DTA	A, C4, Priority 4
KK	MOU with ORI	A, C4
LL	Letters of Support	All



The Honorable Arne Duncan
Secretary, U.S. Department of Education
550 12 Street, SW
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

October 17, 2011

Dear Secretary Duncan and Secretary Sebelius,

As the Commissioner of the Department Early Education and Care (EEC) in Massachusetts, under the astute and dedicated leadership of Massachusetts Governor Deval Patrick, I am excited to submit *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-1015*. Massachusetts is poised to continue to build the nation's most effective system of high-quality comprehensive early learning and development.

The **Massachusetts Early Learning Plan** is ambitious yet achievable; it builds on the state's collaborative accomplishments and is a blueprint for the state to take its early learning and development efforts to the next level. Massachusetts is dedicated to increasing coordination in our system of early learning and development and aims to prepare children for school success, especially those with the highest needs. In fiscal year 2012, over 90% of the Massachusetts Department of Early Education and Care budget were used to provide accessible and affordable child care to the state's low income families with children.

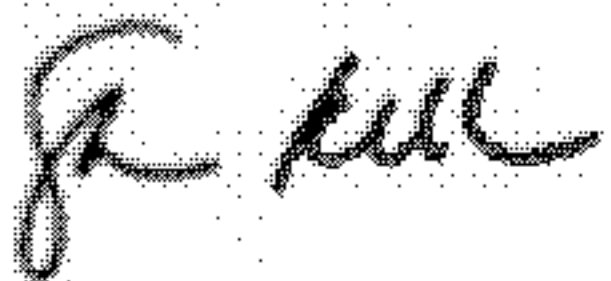
This application identifies opportunities for future systemic growth and provides an innovative and comprehensive plan for transforming early childhood systems statewide. A set of core strategies are foundational to our plans to take expansive steps toward creating a unified approach to improving child outcomes in Massachusetts, including:

1. Ensuring **high program quality** by supporting continuous improvement of programs and educators through universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), including a validation of that system;
2. Continuing to support early learning and development **standards through validation and alignment**, as required by the tiered QRIS, and including the creation of English Language Learner development standards;
3. Creating the **Massachusetts Early Learning and Development Assessment System (MELD)**, from birth to grade three, building off the tiered QRIS requirement for programmatic environmental assessments (Environment Rating Scales), adult-child interaction and child-focused screening and formative assessment; including expanding screening to children who are not in formal programs or may be involved in other state agencies and measuring growth by developing a common measure for a Kindergarten Entry Assessment, that in its first year is slated to include 17,500 kindergarten students (26% of statewide enrollment) and an estimated 874 kindergarten teachers (29% of kindergarten teachers statewide);

4. **Linking our statewide network of family engagement and community supports to evidence-based practices** for literacy and universal child screening while expanding the availability of culturally and linguistically appropriate resources to families;
5. Ensuring early educators' **competency through workforce knowledge, skills and practice-based supports** through education, training, and **incentives** to promote effective practice and increase retention; including a focus on creating access to the system for educators whose home language is not English;
6. **Enhancing data systems** to better inform program practice and state decision-making through the Early Childhood Information System (ECIS); and
7. Linking and creating greater **alignment, from birth to third grade, for schools and communities to promote healthy child development** and sustain program effects through a strategy for communities, educators and families.

Lastly, I would like to express my appreciation for this historical opportunity to build on our work in supporting young children and their families through this comprehensive system-building effort. Massachusetts is well-positioned to realize the goals of Race to the Top-Early Learning Challenge, and strives to make continuous improvements to advance early learning and development outcomes for our youngest citizens.

Sincerely,



Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

APPENDIX A

APPENDIX A

ARRA Funding Allocations 2010-11

Program	Budgeted	Final	
		Final	Amount
ARRA Admin Chargeback (E56 Object Class .4%)	\$ 95,868	\$ 95,868	\$ -
ARRA Monitors	\$ 298,428	\$ 193,256	\$ 105,172
Birth to 8 Leadership Institute	\$ 125,000	\$ 124,793	\$ 207
CCR&R - to assist with provider reassessment transition	\$ 934,351	\$ 934,351	\$ (0)
CCRR Streamlining	\$ 561,187	\$ 555,433	\$ 5,754
CCRR Business Model	\$ 75,000	\$ 75,000	\$ 0
CFCE Infrastructure Grants (111)	\$ 246,436	\$ 244,681	\$ 1,755
Communications Infrastructure Strategy and Campaign	\$ 498,500	\$ 498,500	\$ -
Contracted Providers - Voucher Reassessment	\$ 881,809	\$ 882,827	\$ (1,018)
CSEFEL Professional Development Opportunity	\$ 300,000	\$ 300,000	\$ -
Early Childhood Info Systems (ECIS)	\$ 710,170	\$ 710,170	\$ -
Early Literacy Program	\$ 225,000	\$ 183,833	\$ 41,167
Head Start Wraparound Care	\$ 667,515	\$ 523,327	\$ 144,188
Improvement of Physical Environments	\$ 500,000	\$ 500,000	\$ -
Infant/Toddlers Early Childhood program standards	\$ 50,000	\$ 50,000	\$ -
Infant/Toddler Rate Increase	\$ -	\$ -	\$ -
Information and Referral Program	\$ 150,000	\$ 150,000	\$ -
IT - 2 consultants to reconfigure existing IT structure	\$ 149,015	\$ 110,275	\$ 38,740
IT - Software Development Consultant: EEC IS Security	\$ 112,510	\$ 122,843	\$ (10,333)
Kindergarten Entry Enrichment Program - KEEP	\$ 274,937	\$ 271,646	\$ 3,291
Professional Dev/Access to Higher Ed for LEP	\$ 150,000	\$ 150,000	\$ -
Out of School Time Learning	\$ 499,000	\$ 499,000	\$ -
PD Research Project	\$ 165,000	\$ 164,993	\$ 7
month access for PS)	\$ 5,876,911	\$ 5,572,736	\$ 304,175
QRIS-Consultant-Award Grants	\$ 3,400,000	\$ 3,400,000	\$ -
QRIS - ERSI	\$ 145,416	\$ 139,314	\$ 6,102
Readiness Centers (wheelock College)	\$ 196,963	\$ 196,963	\$ -
Readiness Centers	\$ 400,000	\$ 400,000	\$ -
REKEEP: KEEP Before & After School Care	\$ 197,969	\$ 116,247	\$ 81,722
Summer Vouchers 2009	\$ 636,714	\$ 636,714	\$ (0)
Summer Only Voucher 2010	\$ 650,000	\$ 682,692	\$ (32,692)
Waitlist Study	\$ 490,096	\$ 492,512	\$ (2,416)
CCDF Caseload for IE	\$ 4,000,000	\$ 4,662,666	\$ (662,666)
Indirect Charges	\$ 303,147	\$ 322,471	\$ (19,324)
	\$ 23,966,942	\$ 23,963,110	\$ 3,831

APPENDIX B

Final Reports

PROMISE NEIGHBORHOOD SUPPORT GRANT – FUND CODE 116

3 PROPOSALS RECEIVED:

- 1) Community Day Care Center of Lawrence
190 Hampshire Street
Lawrence, MA 01840
CONTACT: Susan O'Neill
978-682-6628
soneill@thecommunitygroupinc.org

Summary: Sending out mailings in English and Spanish overview and schedule of activities and events. Budgeting for supplies and printing.

- 2) Dudley Street Neighborhood Initiative
Dudley Children Thrive Program
504 Dudley Street
Roxbury, MA 02119
CONTACT: May Louie
617-442-9670x12
mlouie@dsni.org

Summary: Hiring three family organizers to connect families to existing opportunities. Budgeting for 3 stipends.

- 3) United Way of Central MA, Inc.
Main South Promise Neighborhood Partnership
484 Main Street
Worcester, MA 01608
CONTACT: Marianna Islam
508-757-5631x 232
mislam@unitedwaycm.org

Summary: Hosting a series of learning opportunities family networking. Budgeting for Contractual services; supplies and printing.

Introduction: As the lead organization for the U.S. Dept. of Education Promise Neighborhoods Program Planning Grant Community Day Care is coordinating a partnership of public, private and community-based agencies that is working to develop a birth to career continuum that will help to transform Lawrence's Arlington neighborhood into the *Arlington Community of Excellence (ACE)*. Our shared vision is that ACE will be a neighborhood with a college going culture, anchored by academically strong schools, where every family has access to programs and services that offer children the supports necessary to remain on a path that leads to college and a career. The continuum will build on/break down barriers that impede access to current programs, including programs providing comprehensive health care; nutrition education and support; quality early education and childcare services (infants through preschool years); K-12 public schools; out-of-school time programs; wellness and recreational activities; college and post-high school training; parent education geared to selection of quality programs for children; childcare subsidies that make quality programs affordable for low-income families; and adult education, training and employment opportunities. Community Day Care has worked to implement diverse outreach activities that have targeted 1,000+ families with children to share specific ways that families and public school educators can work together to improve the schools in the neighborhood, and to actively engage the neighborhood's families in planning the ACE continuum. Outreach to families is conducted in English and Spanish and delivered via door-to-door/ person-to-person contacts; traditional mailings; telephone calls; and the ACE web site, <http://www.arlingtononthemove.org>.

Use of the EEC Promise Neighborhood Support Grant: The \$5,000 EEC Promise Neighborhood Support Grant supplemented the outreach efforts to target "less engaged" families in the neighborhood. Using data maintained by the Child Care Circuit we sent a mailing to 108 licensed family child care providers (system affiliated and independents) and informal care providers living and caring for children in the neighborhood. The mailing (in English and Spanish) included a general overview of ACE and a schedule of ACE activities and events. Included with the mailing was a special insert titled, *Read Aloud Every Day-Reading Tips for Your Family/ Lea en voz alta todos los días-Sugerencias para leer en familia*.

The June 9 *Build Day for the Arlington School Playground* was among the scheduled ACE activities and events highlighted in the mailing. Build Day was the highly successful culmination of the planning, design and fundraising effort leading to the construction of a playground on the grounds of the Arlington School that is accessible to the entire neighborhood. More than 250 volunteers from the Community Group, GroundWork Lawrence, the Arlington School, city of Lawrence, students, parents, and neighbors joined with KaBOOM! (a national non-profit that assists communities to build playgrounds), and employees from New Balance and the New Balance Foundation (who also contributed financially) worked to build a fabulous playground, despite temperatures that remained above 90 degrees throughout the day. Lori Jorge (*Raising A Reader*) conducted "read alouds" for more than 50 families that came to Build Day. These families also received tote bags printed with the Arlington Community of Excellence logo and website address, and a book for the family library.

Solanyi Muñoz, the children's librarian at the Lawrence Public Library, assisted us in identifying a variety of books purchased with the grant, including picture books, dual language books and high interest books for elementary-middle school readers. A total of 3,144 books were purchased. Among the book titles was *Comportamiento y modales en el patio de juegos/Manners on the Playground*, a colorfully illustrated book written in English and Spanish for preschool children that explains the many different ways that children can show manners on the playground. The books were purchased to enhance classroom libraries that are accessed during the regular school day and after school and summer by the Latchkey and 21st Century Programs at Arlington Elementary and Middle Schools.

The Promise Neighborhood Support Grant provided resources that encouraged families to participate in ACE activities and provided materials to increase families' understanding of child development-early literacy development, advantages of participating in quality early education, and how families can support their children's education.

FUND CODE 116

(F)



504 Dudley Street ♦ Roxbury, MA 02119
Phone: 617/442-9670 ♦ Fax: 617/541-9051
<http://www.dsni.org>

DUDLEY STREET NEIGHBORHOOD INITIATIVE

Board of Directors

Residents

- Jolivia Barros*
- Keila Barros*
- Kimberly Bautista*
- Paul Bothwell*
- Evelyn Correa*
- Luis M. Cruz*
- Joseph Deler*
- Darryl Drumgold*
- Diane Dujon*
- Janice Fidalgo*
- Rosa Galvao*
- Theresa Glynn*
- Rafael Gonzalez*
- Chris Jones*
- Alexandra Knowles*
- Glenn Knowles*
- Hamilton Rodrigues*
- Josephine Tavares*
- Ronald Verria*

Agencies

- Children's Services of Roxbury*
- Dorchester Bay EDC*
- Madison Park Development Corporation*
- Project HOPE*
- Quincy St Missional Church*
- The City School*
- The Food Project*
- WAITT House*
- Youthbuild Boston*

Businesses

- Ideal Sub Shop*
- Suffolk Construction*

Religious Institutions

- Crosstown Church*
- St. Patrick's Church*

Executive Director

John F. Barros

August 10, 2011

Re: DEEC Grant to Dudley St. Neighborhood Initiative / Dudley Children Thrive

With the assistance of a \$5000 grant from DEEC, we identified and stipended three community residents to do outreach in the Dudley community. Of the three, one is African-American, one Dominican (bilingual Spanish-English), and one Cape Verdean (bilingual CV Creole-English). We partnered with various organizations to develop and share resources and information with families with young children.

Activities included the following:

1. We developed a calendar of summer activities for families, compiling information from city agencies, as well as private and community-based organizations. While Boston has a richness of activities, the information is not readily available to our families. We used this same calendar to create weekly announcements for Radio Nha Terra, our local low power Cape Verdean radio station.
2. The Boston Children's Museum donated copies of their Home Edition activity book for families (English & Spanish versions).
3. The Food Project donated Farmer's Market coupons, increasing knowledge of and access to the vegetables grown right on Dudley land on about 3 acres of urban farm land.
4. Using our VAN (Voter Activation Network) data-base, we printed and used street "walking lists" to conduct a door-to-door outreach campaign. In cases in which we have relationships with residents with good knowledge of their streets or in the case of developments with supportive managements, we were able to target the households with children. In other cases, we knocked on every door.
 - a. We distributed the summer activity calendar, Talk, Read, Play children's growth carts (available in multiple languages), copies of BCM's Home Edition (English or Spanish), information about DCT's trip to the Boston Children's Museum (English, Spanish, & Cape Verdean Creole), and \$5 coupons for The Food Project's Farmer's Market.
 - b. We asked families with young children to "sign up" for Dudley Children Thrive. We also asked if they wanted information on health insurance, food assistance, and school registration. We are following up to provide the requested information.
4. DCT family outreach workers also attended community events to share information and sign up families.
5. This summer, we used this Dudley Children Thrive list to:
 - a. take families & children to two StoryMobiles in the community every week — one at Children's Services of Roxbury and the other at Project Hope's Children's Center.

- b. outreach for a community Multicultural Festival
 - c. outreach for a DCT trip to the Boston Children's Museum.
6. DCT outreach workers also visited local non-profit organizations and businesses. About fifteen agreed to place colorful Talk, Read, Play posters prominently in their facilities.

484 Main Street, Suite 300
Worcester, MA 01608-1880
Phone: 508-757-5631
Fax: 508-757-2712
www.unitedwaycm.org



United Way of
Central Massachusetts

July 21, 2011

Ms. Cathy Depradine
Grants Management
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

7/27/11
OK to pay
(CD)

Dear Ms. Depradine:

Enclosed please find the copy of the Request for Funds Form requesting the \$2,500 balance for the FY 2011: Promise Neighborhoods Support Grant - Fund Code 116 grant awarded to the United Way of Central Massachusetts, Inc. on March 30, 2011. Please note the following response to your request for at least three quality improvements and how these improvements will be sustained:

Following our grant award notice, we learned through our 107 1:1 interviews with parents that we needed to better engage families in Main South with our Promise Neighborhoods efforts:

1. Meet parents where they are including in their homes, in the schools, in the faith-based community, in the neighborhood;
2. Listen to them and work to understand the complexities of their lives and not engage in too narrow of a focus;
3. Ensure that we shouldn't promise what we cannot deliver;
4. Be inclusive of each parent's deep reservoir of experience and acknowledge parents as experts and incentivize their participation;
5. Parents should inform all of our decision making including identifying issues, prioritizing issues and solving issues.

We were able to leverage our existing parent organizing efforts to further develop and surpass our goals. We were able to door knock to over 1,000 households, make 2,400 phone calls to families to recruit in our efforts and accomplish the following:

-Engaging 130 parents in our Getting Ready Day preschool and kindergarten open house which is a 200% increase from previous years. Our Promise Neighborhood plan includes developing a more robust kindergarten transition plan for parents and children through a development of a kindergarten transition academy.

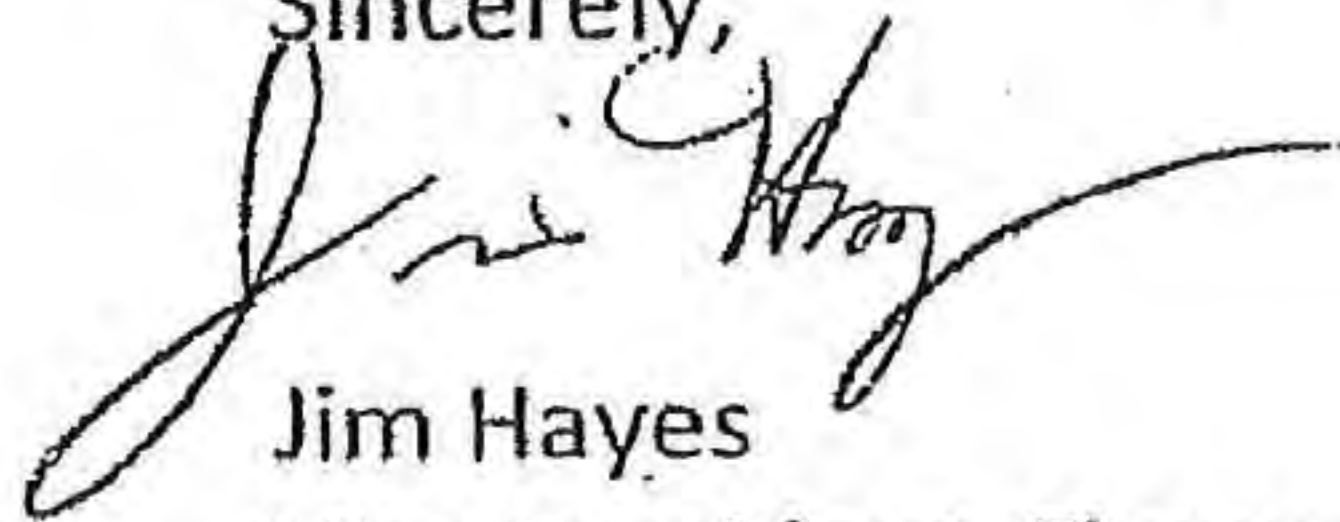
-Engaging 133 parents in community conversations regarding what raising children is like in Main South, neighborhood spaces, school experiences, within families, health care, linguistic isolation and accessing available services. Our Promise Neighborhood plan includes the development of an ongoing resident advisory committee which will inform our prenatal through college pipeline. This would be an open subcommittee under the Governing Board.

-Engaging 22 early childhood providers in 2 community conversations about results of parent interviews to inform their thinking about the need to develop a robust, seamless system of supports for formal and informal programming in Main South. Our Promise Neighborhood plan includes the development of an Early Childhood Coordinator who would coordinate an early childhood network of advocates to support families from prenatal through 5 years of age. Integral to this plan are our efforts to build the capacity of existing early childhood programs and strengthen early learning experiences of informal systems such as kith and kin care.

Please contact Marianna Islam at the United Way of Central Massachusetts at 508.757.5631 ext. 232 for additional information in the quality improvements made from the use of these funds. Also, please note we will be submitting the Final Financial Report pending the response to Ms. Islam's request for budget amendments.

Thank you for your support of the United Way of Central Massachusetts' Main South Promise Neighborhoods Partnership.

Sincerely,



Jim Hayes

Vice President, Finance and Operations

encl.

APPENDIX C

APPENDIX C

**POSITION DESCRIPTION, DPA-Form 30-State
Commonwealth of Massachusetts**

POSITION DESCRIPTION, DPA-Form 30-State Commonwealth of Massachusetts				POSITION TITLE CODE	
1. POSITION TITLE Educational Specialist A/B Family Community Coordination Specialist				AGENCY Department of Early Education and Care	
2. APPROPRIATION/AGENCY CODE	POSITION NO.	REQUISITION NO.	SALARY	DATE PREPARED September 2011	
2. GENERAL STATEMENT OF DUTIES AND RESPONSIBILITIES					
<p>Responsible for regional coordination of a statewide strategy early learning initiatives and for family and community engagement in these initiatives. Responsibilities will include dissemination of information about programs, grants and other EEC sponsored opportunities for families (e.g., translated resources and materials) and providers (e.g., professional development resources). Working with other state agencies and school districts to support positive child growth and outcomes. Provides technical assistance, and other related duties in an assigned region.</p>					
4. SUPERVISION RECEIVED (Name and title of person from whom incumbent receives direction)					
Program Manager/Community Supports: Administrator IV					
5A. DIRECT REPORTING STAFF N/A			5B. THEIR STAFF N/A		
6. DETAILED STATEMENT OF DUTIES AND RESPONSIBILITIES					
<ul style="list-style-type: none"> ➤ Promote and engage communities in awareness activities which support children as lifelong learners. Promote EEC programs and initiatives. ➤ Familiar with all programs funded by EEC within assigned communities. Is fully aware of and reports on early education and care efforts in specific geographic areas. ➤ Facilitate collaboration among EEC funded entities and programs including Child Care Resource and Referral Agencies (CCR&Rs), Coordinated Family and Community Engagement Councils (CFCE), public schools, and contract/voucher providers. Develop positive working relationship with aforementioned programs. Interacts and is a liaison to CCR&Rs, CFCEs, Mass Family Networks (MFN), Department of Children and Families Regional Operations; Parent Education and Family Support programs including EEC funded entities and programs in assigned region; Provide resources and facilitates meetings for Community Programs while representing EEC at assigned regional events or community meetings/associations. ➤ Support parents as the first teacher in children's lives through activities that reach high risk groups in addition to general education of parents related to EEC programming and policies. Act as a liaison for parents, programs, schools and providers including providing phone consultation and referring constituents to the appropriate EEC staff resource. ➤ Develop understanding of/identify unique community needs and opportunities to inform policy development. ➤ Provide technical assistance and resources to communities; provides assistance with interpretation of financial assistance policy. ➤ Support diversity while enhancing integration of quality early education and care i.e. head start, sped, mental health. ➤ Supports the inclusion of children with and without disabilities in early education and care programs by coordinating services with early intervention and the public schools to ensure programs have the necessary and essential supports. 					

- Works with, but not limited to, public schools, Department of Elementary and Secondary Education and Department of Public health on early education related activities within assigned region.
- Other duties as assigned.

7. QUALIFICATIONS REQUIRED AT HIRE (List knowledge, skills, abilities)

Strong organizational skills and high attention to detail;
 Ability to maintain a professional demeanor in person, in written communications and over the telephone;
 Ability to work on multiple tasks and/or projects concurrently;
 Knowledge of early childhood development, early care and education, agencies and organizations involved in early care and education, and family support/education;
 Extensive skills using computers and Microsoft Access, Excel, Word, Power Point and SPSS programs particularly;
 Ability to determine the most appropriate format and procedure for assembling and presenting information; and
 Ability to respond to flexible job requirements.
 Ability to communicate effectively orally and in writing. Strong writing skills.
 Ability to attend to detail as well as maintain big-picture focus.
 Ability to work as part of a team and commitment to being part of a learning organization.
 Knowledge of history, curriculum and teaching practices related to early childhood.
 Knowledge of, and experience with, programs to support families with young children with and without disabilities, including parenting education, early intervention, home visiting, early childhood mental health, Autism and other intervention and support strategies.
 Experience working with young children and their parents as well as interagency work.
 Experience in training and support through technical assistance

8. QUALIFICATIONS ACQUIRED ON JOB (List knowledge, skills, abilities)

1. Knowledge of the laws, rules, regulations, policies, procedures, specifications, standards and guidelines governing assigned unit activities.
2. Knowledge of the principles, methods, trends, standards and organization of child care services for children.
3. Knowledge of the types and uses of agency forms.

9. MINIMUM ENTRANCE REQUIRMENTS

Applicants must have at least (A) two years of full-time, or equivalent part-time, professional experience in teaching, educational administration, educational counseling or educational guidance, or (B) any equivalent combination of the required experience and the substitutions below.

SUBSTITUTIONS

I. A Bachelor's degree or higher with a major in education or special education may be substituted for the required experience.*

*Education toward such a degree will be prorated on the basis of the proportion of the requirements actually completed.

10. LICENSE AND/OR CERTIFICATION REQUIRMENTS

Based on assignment, travel may be required. Those employees who elect to use a motor vehicle for travel must have a current and valid Massachusetts Class D Motor Vehicle Operator's License or equivalent from another state.

REMARKS:

SIGNATURE OF APPOINTING AUTHORITY

TITLE

AGENCY

PREPARED BY

INITIALS OF INCUMBENT

DATE

INITIALS OF SUPERVISOR

DATE

APPENDIX D

Appendix D

**POSITION DESCRIPTION, DPA-Form 30-State
Commonwealth of Massachusetts**

POSITION DESCRIPTION, DPA-Form 30-State Commonwealth of Massachusetts				POSITION TITLE CODE	
1. POSITION TITLE Program Coordinator III Quality Rating and Improvement (QRIS) Support Specialist				AGENCY Department of Early Education and Care	
2. APPROPRIATION/AGENCY CODE	POSITION NO.	REQUISITION NO.	SALARY	DATE PREPARED	
3. GENERAL STATEMENT OF DUTIES AND RESPONSIBILITIES Provide leadership and technical assistance to programs in the planning, implementation and evaluation of the their Quality Rating and Improvement (QRIS) efforts, provide technical assistance, training and support for QRIS and assist programs in the implementation of the QRIS standards. Other duties as assigned.					
4. SUPERVISION RECEIVED (Name and title of person from whom incumbent receives direction) Program Manager, Director of Community Supports Administrator IV					
5A. DIRECT REPORTING STAFF N/A			5B. THEIR STAFF N/A		
6. DETAILED STATEMENT OF DUTIES AND RESPONSIBILITIES <ul style="list-style-type: none"> • Provide assistance and oversight of the Quality Rating Improvement System (QRIS) • Gather and analyze data and information (to include best practices, current Early Education and Care programs at state, local and program level) to inform policy development. • Act as resources to programs to help identify EEC and other resources to help improve the quality of services. • Work closely with EEC Professional Development unit to coordinate trainings for programs and providers on the Quality Rating and Improvement System. • Work across EEC units and with other state agencies to ensure EEC quality initiatives. • Promote EEC programs and initiatives and represent EEC at events or meetings. • Make presentations to external/internal audiences. • Coordinate the research of assigned projects. • Other duties as assigned. 					
7. QUALIFICATIONS REQUIRED AT HIRE (List knowledge, skills, abilities) Expertise in and familiarity with early education and care issues including extensive knowledge of existing comprehensive services best practices in early education and care programs. Knowledge of best practices in early education and care program curriculum and teaching practices. Knowledge of child care service delivery system. Experience working with practitioners from all aspects of the early education and care field including public schools, licensed- center-based program, out-of-school time programs, program serving children with special needs, family child care programs and others. Experience in training and support through technical assistance Ability to work with multiple tasks and flexibility in responding to changing job requirements. Ability to work effectively as a member of a team as well as independently. Ability to attend to detail as well as maintain big-picture focus.					

Ability to convey complex information so that it can be easily understood by others from inside and outside the early education and care field.
Strong written and verbal communications skills.
Data analysis and problem solving skills.
Strong computer skills, particularly Microsoft Word, Excel, and Access.
Commitment to being part of a learning organization.

8. QUALIFICATIONS ACQUIRED ON JOB (List knowledge, skills, abilities)

1. Knowledge of the laws, rules, regulations, policies, procedures, specifications, standards and guidelines governing assigned unit activities.
2. Knowledge of the principles, methods, trends, standards and organization of child care services for children.
3. Knowledge of community resources for children and families.
4. Knowledge of the types and uses of agency forms.
5. Knowledge of proper telephone procedures for making and receiving agency calls.

9. MINIMUM ENTRANCE REQUIRMENTS

Applicants must have at least (A) four years of full-time, or equivalent part-time, professional, administrative or managerial experience in business administration, business management or public administration the major duties of which involved program management, program administration, program coordination, program planning and/or program analysis, and (B) of which at least one year must have been in a supervisory capacity, or (C) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. A Bachelor's degree with a major in business administration, business management or public administration may be substituted for a maximum of two years of the required (A) experience.*

II. A Graduate degree with a major in business administration, business management or public administration may be substituted for a maximum of three years of the required (A) experience.*

III. A Bachelor's or higher degree with a major other than in business administration, business management or public administration may be substituted for a maximum of one year of the required (A) experience.*

*Education toward such a degree will be prorated on the basis of the proportion of the requirements actually completed.

NOTE: No substitutions will be permitted for the required (B) experience.

10. LICENSE AND/OR CERTIFICATION REQUIRMENTS

Based on assignment, travel may be required. Those employees who elect to use a motor vehicle for travel must have a current and valid Massachusetts Class D Motor Vehicle Operator's License or equivalent from another state.

REMARKS:

SIGNATURE OF APPOINTING AUTHORITY

TITLE

AGENCY

PREPARED BY

INITIALS OF INCUMBENT

DATE

INITIALS OF SUPERVISOR

DATE

APPENDIX E

APPENDIX E

September 2011

Management Level: M4

Program Manager/ Community Supports

The Program Manager of Community Supports will be multifunctional and will report to the Director of Operations and Human Resources of the Department of Early Education and Care. The Program Manager will act as a liaison between the Department and various early education and care stakeholders to support quality initiatives and position EEC as a national education leader. The successful candidate will ensure that information is disseminated to various groups and through regular direct interaction develop and sustain the understanding of the values and purpose of Quality Early Education Opportunities and the positive impacts these have for children.

The Program Manager of Community Supports is responsible for the day-to-day management of activities that support quality initiatives and positive child growth and outcomes related to Family and Community Coordination and the Quality Rating and Improvement System.

Duties include:

1. Manage, implement and coordinate activities that support the quality rating and improvement system as assigned. Evaluate project plans and strategies and identify and resolve barriers to project completion. Support and monitor project completion.
2. Work collaboratively with the Commissioner's senior staff to implement the Department's Strategic Plan and address and handle other matters as they arise.
3. Manage, implement and coordinate activities that support public schools and other state agencies, family, community engagement for the early education and care field; the articulation of positive development and growth for children at high risk for falling off track for school readiness by providing accurate information regarding these initiatives and activities about quality child care and family support programs
4. Research and identify early education and care national best practices for consideration
5. Establish and monitor priorities for all of these services

MINIMUM ENTRANCE REQUIREMENTS: A) Master's degree in public policy, public administration or a related field; B) at least five years experience working in early childhood education and/or public policy; C) knowledge of the child care service delivery and the K-12 education systems.

APPENDIX F



MASSACHUSETTS
**Department of
Early Education and Care**

Center and School Based QRIS Standards

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Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state’s standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children’s needs and positive teacher-child interactions that foster children’s self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

- 1A. Curriculum, Assessment, and Diversity
- 1B. Teacher-Child Relationships and Interactions

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Curriculum And Learning: 1A. Curriculum, Assessment, and Diversity

Level	Revised Standard	Measures			Documentation	
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment." Ⓜ Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society. ↔	ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level.		Training as indicated by Registry.	Head Start Item # 1304.22(b)(2) 1304.52(i)(1)(i) 1304.51(c)(2)	NAEYC item # 2.A.08
Level 3	Meets Requirements of Level 2 PLUS	ITERS-R AND/OR		Description of types of progress	Head Start item # 1304.21(b)(1)	NAEYC item # 2.D.02

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Staff include parental input in the progress reports. ↔</p> <p>Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains. ®+</p> <p>Staff has received formal professional development in the curriculum; using the MA Guidelines for Preschool Learning Standards or Infant / Toddler Learning; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. Ⓟ</p> <p>Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children. Ⓟ</p>	<p>ECERS-R reliable rater score average of 5 with no single item below 4.</p>		<p>reports and how program and/or teacher shares these with parents with preschool children at least 3 times in a 12 month period</p> <p>And/ OR</p> <p>Description of types of progress reports and how program and/or teacher shares progress reports with parents of infants/toddler or children with disabilities at least 4 times in a 12 month period.¹</p> <p>AND</p> <p>Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's</p>	<p>1304.21(c)(1) 1304.52(g)(2) 1304.21(c)(2)</p> <p>AND</p> <p>Training as indicated by Registry.</p>	<p>2.E.05 4.A.01 4.A.02 4.B.01 4.B.02 4.C.02 4.D.04 6.A.07 6.A.11</p> <p>AND</p> <p>Training as indicated by Registry.</p>

¹ 606 CMR 7.06(3)(a)1 - For infants and children with identified special needs the progress report must be prepared every three months.

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Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program uses a curriculum that is aligned with MA guidelines for Preschool Learning Standards and the Infant/ Toddler Learning Guidelines. ☐ ☒</p> <p>Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g. curriculum content, strategies for improved staff implementation, and professional development. ☐</p>			<p>needs. AND</p> <p>Training as indicated by Registry.</p> <p>Brief (1-3 page) description of: a) how curriculum aligns with core competencies outlined in MA Guideilines; b) how curriculum is adapted to meet needs of children in classroom and program. AND</p> <p>Training as indicated by Registry.</p>			

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Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS All staff receive orientational and ongoing professional development and supervision in how to support positive relationships and interactions through positive, warm and nurturing interactions. ®	ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level.	CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative climate <u>OR</u> Arnett Caregiver Interaction Scale self-assessed score of 3.0 or higher	Training as indicated by Registry.			

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Staff engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. ®</p> <p>Educators are provided with opportunities to use outside consultants with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ®+ ®</p>	<p>ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4.</p>	<p>CLASS reliable rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate</p> <p>OR</p> <p>Arnett Caregiver Interaction Scale average score of 3.0 or higher</p>	<p>Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.</p>		<p>NAEYC item # 2.D.07 10.B.10</p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills. ®</p>	<p>ITERS-R AND/OR ECERS-R reliable rater score average of 6 with no single item below 5.</p>	<p>CLASS reliable rater score of 6 or 7 on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate</p>			

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
			OR Arnett Caregiver Interaction Scale average score of 3.2 or higher			

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Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children’s learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

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2. Safe, Healthy Indoor and Outdoor Environments

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation. ®↔ Demonstrates healthy, safe and clean indoor and outdoor environments. ↔	ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level.		Copy of the agreement with the health consultant <u>OR</u> copy of collaboration agreement through which a health consultant provides services AND A signed statement from the program director verifying that the visits occur on at least an annual basis.		NAEYC item # 5.A.02	
Level 3	Meets Requirements of Level 2 PLUS	ITERS-R AND/OR ECERS-R		Evidence of access to screenings,	Head Start item # 1304.20(b)(1)	NAEYC item # 7.C.05 5.B.05	

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families. ®</p> <p>Staff are trained in how to work with children with special diets, allergies and specialized feeding issues. ®</p> <p>Demonstrates healthy, safe and clean indoor and outdoor environments. ↔</p>	<p>reliable rater score average of 5 with no single item below 4.</p>		<p>records and referral offered either directly, through collaboration with another agency, or accessed directly by parents of children attending the program.</p> <p>AND</p> <p>Training as indicated by Registry.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Demonstrates stimulating indoor and outdoor environments that provides access to sinks in the classroom. ↔</p>	<p>ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5</p>		<p>Status of sinks confirmed during reliable rater visits.</p>		

Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support program quality and impact child outcomes. Ongoing professional development that links to the classroom activities is related to program improvement and child outcomes are directly affected by the quality of their experiences in the classroom

Subcategories within Workforce Qualifications and Professional Development:

3A. Designated Program Administrator Qualifications and Professional Development

3B. Program Staff Qualifications and Professional Development

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Workforce Qualifications and Professional Development: 3A.Designated Program Administrator Qualifications And Professional Development

Level	Revised Standard	Measure		Documentation		
		Required Observati on Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non- licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		

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Level	Revised Standard	Measure		Documentation		
		Required Observati on Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Program administrator has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. Associate's or Bachelor's degree),</p> <p>OR</p> <p>Is enrolled in a program leading to an Associate or Bachelor's Degree in early childhood education or related field.</p> <p>®+ ↔</p> <p>Program Administrators with primary responsibility for the supervision of educators in the program, must have a BA degree. ↔</p> <p>Program Administrator has a minimum of 3 college credits in administration and management and 12 college credits in early childhood education/child development/ special education and 2 years experience as an administrator.</p> <p>®+ ↔</p>		PAS items 2, 3, and 22 with score of 3 or higher.	<p>Training as indicated by Registry.</p> <p>AND</p> <p>Signed document that IPDP is completed regularly.</p> <p>AND</p> <p>Experience as indicated by Registry.</p>	<p>Head Start item #</p> <p>1304.52(c)</p> <p>1304.52(j)</p> <p>1304.52(f) for Early Head Start</p> <p>OR</p> <p>For Registry demonstrates CDA AND is enrolled in program leading to an AA or BA in early childhood and has training in MA Guidelines</p> <p>AND</p> <p>Experienced as indicated by Registry.</p>	<p>NAEYC item #</p> <p>10.A.02</p> <p>10.E.09</p> <p>10.E.10</p> <p>10.E.11</p> <p>AND</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry.</p>

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Level	Revised Standard	Measure		Documentation		
		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	<p>Program administrator has received professional development in supervision of adults and strategies for working with adults. (P)</p> <p>Program administrator has an Individual Professional Development Plan (IPDP) that addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. (P)</p> <p>Program administrator is trained in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines, child development, the Strengthening Families protective factors, and is knowledgeable about the core competencies in order to be able to develop their staff's professional development plans. (P) (E)</p>		PAS Item 22 with a minimum score of 5	Training as indicated by Registry. AND Signed document		NAEYC item # 10.A.02 6.B.01

Level	Revised Standard	Measure		Documentation		
		Required Observati on Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>specialized college-level course work in administration, leadership, and management. (P)</p> <p>Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education <u>OR</u></p> <p>Documents that a plan is in place to meet the above qualifications within five years. (R)+</p> <p>Program Administrator's IPDP addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. (P)</p>			that IPDP is completed regularly.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. (P)</p> <p>Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education,</p>			<p>Training as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		<p>NAEYC item #</p> <p>10.A.02</p> <p>6.B.01</p>

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Level	Revised Standard	Measure		Documentation		
		Required Observati on Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>or early childhood special education. [Ⓟ]</p> <p>Program Administrator has a minimum of 5 years experience as an Administrator. ↔</p> <p>Program Administrator has a Professional Development Plan that addresses areas of identified needs and increases their competency along the advanced continuum of the core competencies. [Ⓟ]</p>			<p>AND</p> <p>Experience as indicated by Registry.</p>		

3B. Workforce: Program Staff Qualifications and Professional Development

Level	Revised Standard	Measure		Documentation		
		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). Training as indicated by Registry.		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>All staff working in program have a high school diploma or GED.☒</p> <p>All Educators (Lead teachers, teachers, teaching aides, etc.) have a minimum of 3 college credits in early childhood education, or related field. ☒</p> <p>Have an IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that teacher and development of their competency along the initial-level of the continuum of the core competencies. The IPDP must also address the actions and timelines that need to be met in order to move to the next level of the QRIS.↔☒</p> <p>50 percent of classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.Ⓢ</p>		PAS items 2, 3, and 22 with score of 3 or higher	<p>Training as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>	<p>Head Start item # 1304.52(j)</p> <p>AND</p> <p>Training as indicated by Registry.</p>	<p>NAEYC items #</p> <p>10.E.11</p> <p>6.B.01</p> <p>6.A.06</p>

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Level	Revised Standard	Measure		Documentation		
		Required Observation Measure (ERS)	Alternative Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>75 percent of classrooms have teachers with a Bachelor's degree or higher who work for the full program day.↔</p> <p>IPDP ensures that the teacher receives professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes.↔[®]</p>		PAS item 22 with a minimum score of 5	<p>Training as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		<p>NAEYC item #</p> <p>6.A.05</p> <p>10.E.11</p>
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>All (100 percent) of the classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.®+••</p> <p>Have a minimum of 30 college credits in early childhood education/child development/special education.®+••</p> <p>IPDP reflects mentoring/coaching/supervision, curriculum, etc. ®+••</p>			<p>Training as indicated by Registry.</p> <p>AND</p> <p>Document signed by program administrator that IPDP is completed regularly.</p>		<p>NAEYC item #</p> <p>6.B.01</p> <p>6.A.05</p>

Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

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4. Family and Community Engagement

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Programs <u>offer</u> opportunities for parents to meet with classroom staff, at least monthly. ↔</p> <p>Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community and are given to prospective families. Ⓜ+ ↔</p> <p>Program maintains ongoing communication with the school/early intervention program, CFCE grantee, mental health providers to facilitate collaboration and coordination of services that support children and families. ↔</p> <p>Program participates in community events. Ⓜ Ⓜ</p>	<p>ITERS-R</p> <p>AND/OR</p> <p>ECERS-R self-assessed</p> <p>score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level.</p>	<p>Document signed by program administrator describing the opportunities for parents to meet with classroom staff at least once a month.</p> <p>AND</p> <p>Document signed by program administrator that briefly describes the community events that the program participates in at least annually.</p> <p>AND</p> <p>Description of program improvement plan based on Strengthening-Families self-assessment including current goals and activities for strengthening family and community engagement.</p>			

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. (P) (R) (+) (S)</p> <p>Meets Requirements of Level 2 PLUS</p> <p>A daily two way communication system is available between the educators and families through a variety of means. (S)</p> <p>Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. (R) (S) (D)</p>					
Level 3	<p>Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between the program and families. (S)</p> <p>Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. (R)</p> <p>Program ensures young children and their families have access to developmental, mental health,</p>	<p>ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4</p>	<p>Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail).</p> <p>AND</p> <p>Document signed by program administrators used for all meetings workshops and conferences.</p> <p>AND</p> <p>Document signed by program administrator describing how the program ensures children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements OR are offered such services through other programs (such as, CFCE program, mental health providers, health care providers, etc.</p>	<p>Head Start item # 1304.41(a)(4) 1304.51(c)(1) 1304.51(c)(2)</p>	<p>NAEYC item # 7.B.01 7.B.05 7.A.07 8.A.01 8.A.02</p>	

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KEY: (R) = Research/Evidence-based

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	health and nutrition services either through private pay arrangements OR are offered such services through other programs. ®+ 📍					
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. ↔</p> <p>Program provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ↔ ®</p> <p>Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. ®</p>	<p>ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5</p>		<p>Document signed by program administrator that lists the provided access and opportunities to training.</p> <p>AND</p> <p>Document signed by program administrator demonstrating that children have access to the following screenings, referrals, and services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. These may be provided either through the program or another service delivery such as E/I, public school, CFCE Program, or by family arrangement.</p>	<p>Head Start item # 1304.40(d)(1) 1304.50(a)(1) 1304.20(a)(1)(ii)</p>	<p>NAEYC item # 5.A.02 10.F.04</p>

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Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff and the children and families they serve.

Subcategories within Leadership, Management, and Administration:

- 5A. Leadership, Management, and Administration
- 5B. Supervision

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5A. Administration: LEADERSHIP, MANAGEMENT, AND ADMINISTRATION

Level	Revised Standard	Measures			Documentation	
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Communication and updates on the program are provided to Educators and families. ↔Ⓟ Program has a written business plan. ↔ Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. Ⓟ ↔ Staff are paid for planning time. Ⓟ	ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level.	Program Administration Scale (PAS) minimum self-assessed score of 3	Document signed by program administrator that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible. AND Written business plan that includes an annual operating budget that is used to guide planning, set goals, and make decisions.	Head Start Item # 1304.22(b)(2) 1304.52(i)(1)(i) 1304.51(c)(2) AND Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions.	NAEYC item # 10.B.08 AND Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions.

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	Program has policies that support teacher retention. (P)			Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds). AND Description of program policies that support teacher retention.		
Level 3	Meets Requirements of Level 2 PLUS Program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month. (P) Program has a quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise. ↔ Program director, staff and family input is solicited on an annual basis through a survey to		Program Administration Scale (PAS) minimum self-assessed score of 5 or higher.	Description of how program addresses absences. AND Document signed by program administrator indicating that provider consults with an independent third party who has expertise in accounting or bookkeeping expertise		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>evaluate the program. (R) + (E) ↔</p> <p>Results of the annual survey are used to develop the a comprehensive written program improvement plan. (P) (R)</p> <p>Program tracks and monitors teacher turn over and has plan for addressing turn over. (P)</p> <p>Meets Requirements of Level 3 PLUS</p> <p>Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔</p> <p>Program has a system of technology that allows for data collection and tracking program information. (P)</p> <p>An outside audit is conducted annually by a certified public accountant. ↔</p> <p>Program shares the results of the program quality rating with the families, staff, governing board and funders. (E)</p>	<p>ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5</p> <p>AND</p>	<p>Program Administration Scale (PAS) score self-assessed of 7</p>	<p>AND</p> <p>Description of system for tracking teacher turn-over and plan for addressing teacher turn-over.</p>	<p>Head Start item # 1304.51(g)</p>	<p>NAEYC item # 10.B.03</p> <p>AND</p> <p>Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.</p> <p>AND</p> <p>Program reports teacher turn-over rates annually.</p>

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5B. Administration: SUPERVISION

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Program provides recognition for staff in annual evaluation as well as in public forum, as appropriate)(i.e. verbal recognition in group setting or written recognition in newsletter.) ® Staff are given feedback on instructional practice on a monthly basis. ®			Portion of the written policy describing staff recognition and feedback system.		
Level 3	Meets Requirements of Level 2 PLUS Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies, etc. ® Staff receive at least one benefit (paid vacation time, sick time,		Program Administration Scale (PAS) score of 5 or higher	Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c)description of system that		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>health insurance, tuition/PD reimbursement or retirement plan option). ®</p> <p>Staff are given feedback that give examples of best practice at least twice a month. ®+</p> <p>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals).</p> <p>Staff salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education. ®</p>			supports career development through a career ladder.		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program offers a benefit package that includes vacation, sick time, and health insurance. ®</p> <p>Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. ®+</p> <p>Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors. ®</p> <p>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. ®+</p>			<p>Portion of the written policy that shows that benefit packages are offered that includes vacation, sick time, and health insurance.</p> <p>AND</p> <p>Description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring.</p>		NAEYC item # 10.E.06

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MASSACHUSETTS

Department of
Early Education and Care

Family Child Care QRIS Standards

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Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

- 1A. Curriculum, Assessment, and Diversity
- 1B. Teacher-Child Relationships and Interactions

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Curriculum And Learning: 1A. Curriculum, Assessment, and Diversity

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Schedule reflects that educators has regular curriculum planning time. Ⓟ Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment. Ⓡ Materials reflect the language and culture of the children being served in the family child care home. their communities, and represent the diversity of society. ↔	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	BAS 10.3.2	Verification by provider that regular curriculum planning time is scheduled. Training as evidenced by registry.	Head Start item # 1304.53(b)(1)(ii)	NAFCC item # 2.31
Level 3	Meets Requirements of Level 2 PLUS Educators offer opportunities for parental input in the progress reports.	FCCERS-R reliable rater score average of 5 with no item below a	BAS of 5	Training as indicated by Registry AND	Head Start item # 1304.21(c)(1) 1304.52(b)(1) 1304.52(l)(2) 1306.23(a)	NAFCC item # 5.6

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
	<p>↔</p> <p>Educators have received formal professional development in the curriculum; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. (P)</p> <p>Either directly or through a network or system, Educator uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across developmental domains. (R)+</p>	4.		Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's needs.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program uses a curriculum that is aligned with MA guidelines. (P) (C)</p> <p>Educator has completed coursework on language and literacy skills either in English or the child's language that provide a model for children and has completed coursework on screening and assessment. (R)</p> <p>Educators have regular opportunities to engage in reflective practice. (R)</p>		BAS of 7.	<p>Example lesson plan demonstrating alignment with MA Guidelines.</p> <p>AND</p> <p>Document signed by family child care provider that Educator demonstrates language and literacy skills in English or the child's language that provide a model for children.</p>	Head Start item # 1304.52(l)(5)(ii) 1304.52(b)(1) 1306.23(a)	

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
	Either directly or through a system or network, provider uses screening tools, progress reports formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains.			<p>AND</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Written description of opportunities for teaching Educator to engage in reflective teaching practices on a weekly basis.</p> <p>AND</p> <p>Description of how program uses data to inform curriculum planning and to monitor each child's progress.</p>		

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Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Educator has participated in training on how to support positive relationships and interactions with children through positive, warm and nurturing interactions. ®	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.		Training as indicated by Registry.	Head Start item # 1304.21		
Level 3	Meets Requirements of Level 2 PLUS When needed, the Educator uses an outside consultant/mentor with expertise in children's cognitive development, behavior and mental	FCCERS-R reliable rater score average of 5 with no item below a 4.		Document signed by family child care provider that the program uses outside consultants with expertise in children's behavior	Head Start item # 1304.24(a)(2)	NAFCC item # 5.7	

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 4	<p>health to provide support and assistance in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ②</p> <p>Meets Requirements of Level 3 PLUS</p> <p>Educators engage children in meaningful conversations, as age and developmentally appropriate, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. ②</p> <p>Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning and promote critical thinking skills. ②</p>	FCCERS-R reliable rater score average of 6 with no single item below 5.	Arnett Caregiver Interaction Scale average score of 3.2 or higher.	and mental health to provide support and assistance to Educator in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.	Head Start item # 1304.21(a)(4)	NAFCC item # 3.62 3.58 3.10

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Category 2: Safe, Healthy, Indoor and Outdoor Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

2A. Safe, Healthy, Indoor and Outdoor Environments

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Safe, Healthy, Safe Indoor and Outdoor Environments

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS There are at least 3-4 interest areas, depending on the age of the children, with a variety of age appropriate materials and equipment available and accessible to children. ☐☐Ⓟ Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. Ⓡ Demonstrates safe and healthy indoor and outdoor environments. ↔	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.		Copy of agreement with the Health Consultant <u>OR</u> Copy of agreement from the family child care system or other network, through which a Health Consultant provides services. Signed statement from the family child care provider verifying that the visits with health consultant occur on at least an annual basis.	Head Start item # 1304.53(a)(1) 1304.53(a)(2) 1304.53(a)(3)		
Level 3	Meets Requirements of Level 2 PLUS There is access to space for indoor	FCCERS-R reliable rater score average of 5 with no		Training as indicated by Registry.	Head Start item # 1304.53(a)(2) 1304.21(a)(5)(i)		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>gross motor activities. ↔</p> <p>Ensures all children have access to a developmental screening within 45 days of enrollment using a valid and reliable tool, refer them to appropriate services, and maintain necessary records. ↔</p> <p>Educator is trained in how to work with children with special diets, allergies and specialized feeding issues. ®</p> <p>Demonstrates quality indoor and outdoor environments. ↔</p>	<p>item below a 4.</p>		<p>1304.20(b)(1)</p> <p>AND</p> <p>Training as indicated by Registry.</p>		
Level 4	<p>Demonstrates stimulating indoor and outdoor environments. ↔</p>	<p>FCCERS-R reliable rater score average of 6 with no single item below 5.</p>				

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Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support educator quality and impact child outcomes. Ongoing professional development that links to activities in the learning environment is related to educator improvement and child outcomes are directly affected by the quality of their experiences in the learning environment.

3A. Family Child Care Educators Qualifications and Professional Development

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Workforce Qualifications and Professional Development: 3A. Family Child Care Educators Qualifications and Professional Development

Level	Revised Standard	Measures		Documentation		Accreditation Program Documentation Option
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS All educators caring for children have a high school diploma or GED. ↔ At least one educator has a Child Development Associate's credential (CDA), (or higher i.e. AA or BA) for the age of the children served OR EEC Lead Teacher Qualified (Preschool or Infant/Toddler). ↔ Has a minimum of 2 years experience as a Family Child Care Provider. ↔ Educator has an Individual Professional Development Plan (IPDP) that addresses their identified training needs and increases their competency along the continuum of the core competencies. ↔		Business Administration Scale (BAS) score of 3.	Training as indicated by Registry. AND Document signed by the family child care provider that IPDP is completed regularly.	Head Start item # 1304.52(c) 1304.52 (j) AND Training as indicated by Registry. AND Experience as indicated by Registry	NAFCC item # 5.29 AND Training as indicated by Registry. AND Experience as indicated by Registry

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
	<p>IPDP ensures that the Provider is trained in the MA Guidelines for Preschool Learning, Infant / Toddler Learning Guidelines (when they are available) diversity, oral language development, supporting children's literacy development, and the Strengthening Families protective factors. Also the Provider is aware of the MA Curriculum Frameworks. (P) (E) (F)</p> <p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. (P)</p>						
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>At least one educator meets Requirements of Level 2 PLUS CDA, (or higher i.e. Associate's degree or Bachelor's degree) with 15 college credits in early childhood education, child development, and/or special education. (P)</p> <p>↔</p> <p>Has a minimum of 3 years experience as a Family Child Care Provider. (P)</p> <p>IPDP ensures that the Provider receives training in the components of the assessment process including screening, observation, use of assessment tools and processes for accessing additional services. (P)</p>			<p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Document signed by the family child care provider that IPDP is completed regularly.</p>		<p>NAFCC item # 5.29</p> <p>AND</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>	

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. (P)</p> <p>All other adults caring for children, consistently, have a minimum of 6 college credits in early childhood education, child development and/or special education. (R)</p> <p>Meets Requirements of Level 3 PLUS</p> <p>At least one educator has an Associate's degree, or has equivalent coursework (60 college credits and is enrolled in a Bachelor's degree program, or a higher degree i.e. Bachelor's degree), in early childhood education, child development, early childhood special education or a related field with 24 credits in early childhood. (↔)</p> <p>Ensures that one educator is in the FCC home at least two times a month that has a Bachelor's degree in early childhood or a related field. (R)+ (P)</p> <p>Has a minimum of 60 months experience as a Family Child Care Provider. (P)</p> <p>IPDP ensures that the educator receives training in selection and use of screening and assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages. (R) (P)</p>		Business Administration Scale (BAS) score of 7.	<p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Document signed by the family child care provider that IPDP is completed regularly.</p>		<p>NAFCC item # 5.29</p> <p>AND</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>

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Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that are built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

4A. Family and Community Engagement

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4. Family and Community Engagement

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Educator <u>offer</u> opportunities for parents to meet at least every two months. ↔ Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings. ® Educator participates in community events. ® Educator establishes ongoing communication with other family child care providers in the community or community agencies to exchange information and resources. ® Educator completes Strengthening Families Self-Assessment and uses		Business Administration Scale (BAS) Score of 3.	Document signed by family child care provider describing the opportunities for parents to meet with educator at least every other month. AND Description of program improvement plan based on Strengthening Families self-assessment.	Head Start item # 1304.40(g)(1)(ii) AND Document signed by family child care provider that briefly describes the community events that the program participates in at least annually. AND Document signed by family child care provider that shows the educator establishes ongoing communication	NAFCC item # 5.12 AND Document signed by family child care provider that briefly describes the community events that the program participates in at least annually. AND Document signed by family child care provider that shows the educator establishes ongoing communication

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Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
	data to engage in continuous improvement. ®+ 📊					with other family child care providers in the community to exchange information and resources.	
Level 3	Meets Requirements of Level 2 PLUS A daily two way communication system is available between the educators and families through a variety of means (e.g. scheduled telephone hour, checklists, e-mail). ↔	FCCERS-R reliable rater score average of 5 with no item below a 4.	Business Administration Scale (BAS) score of 5.				
	↔ Educator has developed informational materials on the program that are in the language of the community, are available for use in the community and are given to prospective families. ↔ Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support. ↔						
Level 4	Meets Requirements of Level 3 PLUS Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or	FCCERS-R reliable rater score average of 6 with no single item below 5.		Verification by family child care provider listing the access and opportunities to training provided.	Head Start item # 1304.20(b)(1) 1304.40(e)(4)(i) 1304.40(e)(4)(ii) 1304.40(e)(3)		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>other interests such as their jobs, hobbies and other relevant information. ↔</p> <p>Educator provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ®</p> <p>Educator either directly or through a system or network (i.e. CFCE grantee) has written collaborative agreements with early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. ®</p> <p>Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities. ®</p>			<p>AND</p> <p>Verification by family child care provider that children have access either through private pay arrangements or with parent consent, through other service providers to the following services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services.</p> <p>Verification that provider is participating in a family child care network or system.</p>		

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Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the educator and the children and families they serve.

Subcategories within Leadership, Management and Administration:

- 5A. Leadership, Management, and Administration
- 5B. Supervision

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Administration: 5A. Leadership, Management, And Administration

Level	Revised Standard	Measures			Documentation	
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Communication and updates on the program are provided to Educators and families. ↔ Family Child Care Home has a written business plan. ↔ Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. . ↔	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	Business Administration Scale (BAS) score of 3.	Document signed by family child care licensee that program updates are provided at least twice a year to staff and families in their primary, or preferred, language to the extent appropriate and possible. Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions. AND Copy of admissions policy promoting	Head Start item # 1304.53(b)(1)(ii)	NAFCC item # 2.31

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Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educator has a written plan that addresses alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home or in the case of an emergency. (R)+</p> <p>Program consults with a qualified tax preparer to assure compliance with reporting requirement and payment of taxes. (P)</p> <p>Educators and family input are solicited on an annual basis through a survey to evaluate the program. (R)+</p> <p>Results of the annual survey is used to develop the a comprehensive written</p>		Business Administration Scale (BAS) score of 5.	<p>Portion of written policy indicating that alternative staff requirements are met.</p> <p>AND</p> <p>Results of annual survey, copy of results report and a copy of the program improvement plan.</p>			
				<p>diversity (e.g., A statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds).</p>			

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 (R) = In line w/ best practice
 (R)+ = In line w/ best practice as articulated by stakeholders

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 4	<p>program improvement plan. ®</p> <p>Meets Requirements of Level 3 PLUS</p> <p>Educator has a system for data collection and tracking children's health, services, absenteeism and educational information, and professional development and financial record keeping. ↔</p> <p>Educator shares the results of the program quality rating with the families, educator, the family child care system, governing board and funders, as appropriate. ☐</p>		Business Administration Scale (BAS) score of 7.	<p>Checklist/document signed by family child care provider that the program that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.</p> <p>AND</p> <p>Program shares the results of the program quality rating with the families, educator, governing board and funders.</p>			

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Administration: 5B. Supervision

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentations	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS If Educator has an Assistant, there are scheduled meetings each week to ensure the Assistant receives feedback and is informed on all issues. ®			Schedule showing time for regular meetings and feedback for assistants.		
Level 3	Meets Requirements of Level 2 PLUS Educator has a regularly scheduled meeting time each week to plan activities, child observations and use of materials. ↔ Through a FCC system, mentor, or network of peer-support. educators regularly participate in activities that support their career development through the use of a career ladder	FCCERS-R reliable rater score average of 5 with no item below a 4.		Document signed by family child care licensee that describes the activities that are implemented to supports career development through a career ladder.		

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentations	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator. ↔</p> <p>Either directly or through a system or network, the educator has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder. ®</p>		Business Administration Scale (BAS) score of 7.	Portion of written policy showing incentive for educator based on educational advancement.		

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MASSACHUSETTS

Department of
Early Education and Care

After School and Out of School Time QRIS Standards

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Category 1: Curriculum and Learning

Research on early childhood education and afterschool/out of school time care reports the critical elements of a high quality program includes: utilization of a developmentally appropriate curriculum aligned to the states' standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

- 1A. Curriculum, Assessment, and Diversity
- 1B. Teacher-Child Relationships and Interactions

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Curriculum And Learning: 1A. Curriculum, Assessment, and Diversity

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS The daily schedule includes strategies such as shared reading, book discussion, games and activities that promote literacy and numeracy. ↔ Educators observe students and maintain written progress notes that are used to complete reports for parents. ↔ Materials reflect the language and culture of the students in the program, their communities, and represent the diversity of society. ↔	SACERS self assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.				

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns. ® ↔</p> <p>Educators support the inclusion of children with disabilities through books, media, games and activities that promote understanding by their peers. ↔</p> <p>Educators engage all students in a variety of activities including arts, athletics, academic enrichment, etc. ↔</p> <p>Educators promote/encourage verbal communication skills and model use of Standard English when interacting or reading to youth. ® ↔</p> <p>Educators have received professional development in assessment (using anecdotal records and portfolios to measure progress); health and nutrition (including special diets, allergies); strategies that address how to work with students from diverse languages and cultures; and second language acquisition (especially techniques for teaching reading). ⊕</p>	<p>SACERS reliable rater score average of 5 with no single item below 4.</p>	<p>APT-O II.B.1 II.D.2 V.C.1</p>	<p>Training as indicated by Registry.</p>		<p>COA item # ASP-HR 3.03</p> <p>AND</p> <p>Training as indicated by Registry.</p>

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program ensures students have access to a variety of skilled volunteers or tutors to assist students in improving in various subjects such as reading, written communication, verbal communication, mathematical problem solving, science, social studies, etc. ®</p> <p>↔</p> <p>Program offers individualized homework supports provided by Educators, trained volunteers, tutors, or interns.®</p> <p>Curriculum reflects different learning styles and approaches and covers a variety of topics. ®</p> <p>Program activities are designed to support students in developing leadership skills, self esteem, and positive behaviors while reducing their risk taking behavior. ® ↔</p>	<p>SACERS reliable rater average score of 6 with no single item below 5.</p>	<p>APT-O or APT-Q III.2</p>	<p>Verification by administrator that individualized homework help is provided.</p>		<p>COA item # ASP-PS 5.07</p> <p>AND</p> <p>Verification by administrator that individualized homework help is provided.</p>

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Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Educators acts as mentors/role models with designated students. ® Educators receive professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions. ®+ ®	SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative Climate. <u>OR</u> Arnett Caregiver Interaction Scale self-assessed score average of 3 or higher APT III.D.2 III.D.4	Training as indicated by Registry.		COA item # ASP-PS 3.03 ASP-PS 3.04 Training as indicated by Registry.	

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educators provide a variety of activities that support students in developing positive relationships with adults in the program. ↔</p> <p>Educators are provided with opportunities to use outside consultants or qualified staff with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ®+</p> <p>Educators receive professional development in conflict resolution or mediation techniques and utilize them with the students. ®</p>	<p>SACERS reliable rater score average of 5 with no single item below 4.</p>	<p>CLASS reliable-rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative Climate.</p> <p>OR</p> <p>Arnett Caregiver Interaction Scale reliable rater score average of 3.5 or higher</p> <p>OR</p> <p>APT-O III.B.3 III.F.1</p>	<p>Signed document that the program uses outside consultants or qualified staff with expertise and Master's level qualifications in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.</p> <p>AND</p> <p>Training as indicated by Registry.</p>		<p>COA item # ASP-HR 3.03 ASP-PS 4.02</p> <p>AND</p> <p>Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interventions and prevention/intervention techniques.</p> <p>AND</p> <p>Training as indicated by Registry.</p>

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 4	Meets Requirements of Level 3 PLUS Educators use a conflict resolution strategies or peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom. ®	SACERS reliable rater score average of 6 with no single item below 5.	APT-Q II.2.h			COA item # ASP-PS 4.02

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Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children and youth in order to ensure their optimum development, learning and well being.

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2. Safe, Healthy Indoor and Outdoor Environments

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements Meets Licensing regulations			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. ® Demonstrates safe indoor and outdoor environments. ↔	SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.		Copy of agreement with the Health Consultant <u>OR</u> copy of agreement from a system through which a health consultant provides services AND a signed statement from the program director verifying that the visits occur on at least an annual basis.			

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 3	Meets Requirements of Level 2 PLUS Educators are trained in how to work with students with special diets, allergies and specialized feeding issues. ® Demonstrates quality indoor and outdoor environments. ↔↔	SACERS reliable rater score average of 5 with no single item below 4.		Training as indicated by Registry.		
Level 4	Meets Requirements of Level 3 PLUS Demonstrates stimulating indoor and outdoor environments. ↔↔↔	SACERS reliable rater score average of 6 with no single item below 5.				

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Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in after school and out of school time must have formalized training in education and content knowledge in order to support program quality and impact child outcomes.

Ongoing professional development that links to the classroom activities is related to program improvement and child and youth outcomes are directly affected by the quality of their experiences in the classroom.

Subcategories within Workforce Qualifications and Professional Development:

3A. Program Administrator¹ Qualifications and Professional Development

3B. Site Coordinator² Qualifications and Professional Development

¹ **Program Administrator** for the purposes of QRIS is defined as the individual holding primary responsibility for the overall direction of the program, including but not limited to the developing program mission, goals, and policies program implementation and evaluation; administration, including fiscal management, organizational development, including management of human resources.

² **Site Coordinator** for the purposes of QRIS is defined as the individual(s) holding primary responsibility for the daily on-site operations of the program, including but not limited to, supervising staff communicating with families, building relationships with the community and local schools, and overseeing all program activities.

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Workforce Qualifications and Professional Development: 3A. Program Administrator Qualifications and Professional Development

Level	Revised Standard	Measures			Documentation	
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Program administrator has a Bachelor's degree in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree (i.e. master's degree), that includes a minimum of 6 college credits in working with school age children, and a minimum of 6 college credits or EEC approved professional development opportunities in administration, management or staff supervision. ® ↔ Program administrator has a minimum of 2 years experience as an administrator. ↔ Program administrator has received professional development in supervision			Training as indicated by Registry. AND Experience as indicated by Registry AND Document listing employment history providing evidence of 2 years experience in an administrative role. AND		COA item # ASP-HR 4.01 ASP-HR 3.06 AND Training as indicated by Registry. AND Experience as indicated by Registry AND Document listing employment history providing evidence of 2 years experience

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Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation option	Accreditation Program Documentation Option	
	<p>of adults and strategies for working with adults and school age students, with and without disabilities. 🗣️</p> <p>Program administrator has an Individual Professional Development Plan (IPDP). 📄</p>			Signed document that IPDP is completed regularly.		in an administrative role. AND Signed document that IPDP is completed regularly.	
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Program administrator has a minimum of 9 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field OR EEC approved professional development equivalent OR a higher degree. 🗣️ ↔</p> <p>Program administrator has a minimum of 3 years experience as an administrator. 🗣️ 📄</p> <p>IPDP addresses process and timelines to achieve the Administrator qualifications for the next level of QRIS. 📄</p>			<p>Training as indicated by Registry. AND Experience as indicated by Registry AND Signed document that IPDP is completed regularly. AND Document listing employment history providing evidence of 3 years experience in an</p>		<p>COA item # ASP-HR 4.01 ASP-HR 3.06 AND Training as indicated by Registry. AND Experience as indicated by Registry AND Signed document that IPDP is completed regularly. AND Document listing</p>	

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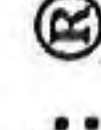
Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program administrator has a minimum of 24 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree. ® + ● ↔</p> <p>Program administrator has professional development in special education/working with children with disabilities. ● ↔</p> <p>Program administrator has a minimum of 5 years experience as an administrator. Ⓟ</p> <p>IPDP addresses areas of identified needs; addresses goals and objectives necessary to the position. Ⓟ</p>			<p>administrative role.</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Signed document that IPDP is completed regularly.</p> <p>AND</p> <p>Document listing employment history providing evidence of 5 years experience in an administrative role.</p>		<p>employment history providing evidence of 3 years experience in an administrative role.</p> <p>COA item # ASP-HR 4.01 ASP-HR 3.06</p> <p>AND</p> <p>Training as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Document listing employment history providing evidence of 5 years experience in an administrative role.</p>	


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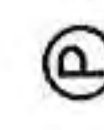
**Workforce Qualifications and Professional Development:
3B. Site Coordinator Qualifications and Professional Development**


Level	Revised Standard	Measure		Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measures	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS All Site Coordinators have a minimum of a Bachelors degree (any field) with a minimum of 6 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree.  All Site Coordinator(s) have an Individual Professional Development Plan (IPDP) that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator, and that ensures professional development in communicating with families, building relationships with the host community, overseeing program activities, the			Registry AND Signed document that IPDP is completed regularly. AND Strengthening Families Self-Assessment checklist with program improvement plan.		

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Level	Revised Standard	Measure			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measures	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Site coordinator(s) have a minimum 18 college credits or EEC approved professional development equivalent in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree and 6 college credits or EEC approved professional development equivalent in administration, management, or supervision.</p> <p>Ⓡ+ Ⓜ Ⓜ</p>			<p>Training as indicated by Registry.</p> <p>AND</p> <p>Signed document that IPDP is completed regularly.</p>			
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>All site coordinator(s) have a minimum of 36 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree OR EEC approved professional</p>			<p>Training as indicated by Registry.</p> <p>AND</p> <p>Signed document that IPDP is completed</p>			

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Ⓜ = In line w/ best practice
Ⓜ = In line w/ best practice as articulated by stakeholders

Level	Revised Standard	Measure			Documentation		
		Required Observation Measure (ERS)	Other Required Observation Measures	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
	<p>development equivalent and 3 college credits or EEC approved professional development equivalent in administration or management, AND 3 college credit hours or EEC approved professional development in staff supervision. ®+👤</p> <p>All Site Coordinators have an IPDP that ensures professional development in literacy strategies, assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages, and additional competency as determined with the supervisor. ®+Ⓟ</p>			regularly and that it includes a description of specific professional development.			

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Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education, *not just in school but also in the many out-of-school contexts in which they learn*. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children and youth have a healthy nurturing environment in which to grow and learn.

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↔ = Aligned with other existing measures

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🗣 = In line w/ best practice as articulated by stakeholders

4. Family and Community Engagement

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Opportunities to meet with classroom educators are provided for parents. ® ↔ Program maintains a list of current community resources that support families is accessible to students and families. ® + 👤 Program participates in community events. ↔ ® Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. ® ® + 👤 Program has developed informational materials on the program that are in the language of the community, are available for educators to use in the community and are given to	SACERS self assessed score average of 3 with no single item below 3 using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	APT-Q score of 3 or higher	Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month. AND List of community resources. AND Document signed by program administrator that briefly describes the community events that the program participates in at least annually. AND		COA item # ASP-PS 11.02 ASP-PS 13.03 AND Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month.

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👤 = used in other state QRIS

® = In line w/ best practice

👤 = In line w/ best practice as articulated by stakeholders

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	prospective families and students. ↔ ®			Description of program improvement plan based on Strengthening Families self-assessment.		
Level 3	Meets Requirements of Level 2 PLUS A daily two way communication system is available between the educators and families through a variety of means. ↔ ↔ Families are encouraged to volunteer in the program to assist in the classroom, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. ↔ Program ensures that there are translators available, as needed, at meetings, workshops, conferences to ensure strong communication between the program and families. ® ↔ Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by	SACERS reliable rater score average of 5 with no single item below 4		Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail) AND Document signed by program administrator describing translators used for meetings, workshops and conferences, as needed. AND Evidence of agreements with		COA item # ASP-PS 13.03 AND Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail)

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>the program and/or provide family support. ↔[®]</p> <p>The program establishes two-way communication and collaboration agreements with the students' school(s) and the local LEA in order to ensure consistency in student programming, provide appropriate services, seek assistance around specific topical areas (special education, reading/math strategies etc.) and share information on the students' accomplishments or challenges. ⊕</p>			<p>schools and LEA.</p> <p>AND</p> <p>Document signed by program administrator showing participation in local community group work that is related to children, families, and/or linguistic/cultural groups.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. ⊕</p> <p>Program connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ⊕+</p> <p>Program maintains written collaboration agreements with community based public and private agencies such as the arts, library,</p>	<p>SACERS reliable rater score average of 6 with no single item below 5.</p>		<p>Document signed by program administrator listing access to and opportunities for training.</p> <p>AND</p> <p>Evidence of agreements with programs, agencies and organizations (as listed).</p> <p>AND</p> <p>Document signed by program</p>		

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⊕+ = In line w/ best practice as articulated by stakeholders

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	entertainment, family supports, CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program's services for students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency. ®+			administrator demonstrating that parents are offered job training, family literacy, adult education, child development, parenting, and ESL classes.		

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Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff, children and youth, and families they serve.

Subcategories within Leadership, Management, and Administration:

- 5A. Leadership, Management, and Administration
- 5B. Supervision

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Administration: 5A. Leadership, Management, And Administration

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements			License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Communication and updates on the program are provided to Educators and families. ↔ (P) Program has a written business plan. ↔ Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. Ⓢ		APT-Q VI.a score of 3 or higher	Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals and make decisions. AND Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children from diverse backgrounds).		COA item # ASP-AM 5.01 ASP-PS 1012	
Level 3	Meets Requirements of Level 2 PLUS Program tracks and monitors	SACERS Reliable rater score average of 5 with no single		Description of how program addresses absences.		COA item # ASP-AM 2.01 ASP-AM 2.03 ASP-AM 9.03	

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Ⓢ = In line w/ best practice
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Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
	<p>absences of individual children and contacts families when children are absent more than 20% in a month. ↔</p> <p>Program has a annual review of the accounting records by an independent party who has accounting or book-keeping expertise. Ⓟ</p> <p>Program director, staff and family input is solicited on an annual basis through a survey to evaluate the program. ↔</p> <p>Results of the annual survey are used to develop a comprehensive written program improvement plan. ↔ Ⓡ</p>	item below 4		<p>AND</p> <p>Program administrator signs a document indicating that an annual financial review conducted by independent party who has accounting or book-keeping expertise. Ⓟ</p>		<p>AND</p> <p>Program administrator signs a document indicating that an annual financial review conducted by a certified public accountant.</p>	
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educators and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔</p> <p>Program shares the results of the program quality rating with the families, staff, governing board and funders. ↔</p>	SACERS Reliable rater score average of 6 with no single item below 5.		<p>Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff</p>		<p>COA item # ASP-AM 5.02</p> <p>AND</p> <p>Signed checklist/document that the program has technology system that maintains and tracks information on: children's</p>	

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	Program has a system of technology that allows for data collection and tracking program information. (P)			qualifications, professional development and financial record keeping		health, services, absenteeism, children's educational information, staff qualifications and professional development

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Administration: 5B. Supervision

Level	Revised Standard	Measures			Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option	
Level 1	Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).			
Level 2	Meets Requirements of Level 1 PLUS Program provides recognition for educators in annual evaluation as well as in public forum, as appropriate (i.e. verbal recognition in group setting or written recognition in newsletter). ↔ Educators are given feedback on instructional practice on a monthly basis. ↔		APT-Q			COA item # ASP-HR 5.05	
Level 3	Meets Requirements of Level 2 PLUS Program uses at least three types of internal communication on a monthly basis to inform educators. ⊕ Educators' schedule includes regular paid planning time. ⊕ ↔ Educators are given feedback that		APT-Q	Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c) description of system that			

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	<p>includes examples of best practice at least twice a month. Ⓜ+</p> <p>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals).</p>			supports career development through a career ladder.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educators, and is comparable with the current wage level of others in the community with the same levels of education. Ⓜ ↔</p> <p>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. Ⓜ+</p> <p>Educators receive at least one benefit. Ⓜ</p> <p>↔</p> <p>Educators are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. Ⓜ+</p>		APT-Q	<p>Portion of the written policy that shows that employment reflects salary policies and benefit packages include paid vacation time, health insurance, tuition/PD reimbursement or retirement plan option.</p>		

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APPENDIX G

Massachusetts' Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Report

2011

Funded by the
Massachusetts Department of
Early Education and Care

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- › The national experts who shared knowledge regarding the development and revision of evidence-based Quality Rating and Improvement Systems
- › The 2010 QRIS pilot participants who are listed on the following pages

After-School and Out of School Time QRIS Pilot Participants

ABC School Age Enrichment at Pittsfield
After School Adventure
After School Little People's College - Dartmouth
After School at Little People's College - Fairhaven
Andover/No.Andover YMCA Child Care Program
Atlantic Afterschool Stars
Ayer Kiddie Depot
Bailey After School Program
Belcher Public School
Bellamy Middle Public School
Beverly Children's Learning Center, SACC
Broadmeadows Afterschool Stars
Brockton Day Nursery After School Activities Program
C.A.P.I.C. After School Program
Cacique Youth Programs
Cape Cod Child Development-Hyannis School Age
Central Square Center
Chicopee School's Out Stefanik School
City of Cambridge DHSP - Area Four Youth Center
City of Cambridge DHS - Fletcher Maynard SACC
City of Cambridge DHSP - King SACC
City of Cambridge DHSP - Peabody SACC
CLC Out of School Time /Extended Learning Center, Inc.
Cole-Harrington School Age Enrichment Program Galvin School
College Bound Dorchester Early Education - Little House
College Bound Dorchester Out of School Program - Dorchester Place
Community Art Center
Conte Kid's Club
Cooper Community Center After School Program
CTI - the Robinson
Donovan Extended Day Stars
Dorchester YMCA School Age Child Care
Early Childhood Education Program/ABC School-Age Enrichment
East Boston YMCA O.S.T. - McKay
East End House, Inc.
Ellis Memorial SAP - 66 Berkeley Street
Ellis Memorial SAP - Madison Park Village
Falmouth School Age Center
Fonseca After School Day Care
For Kids Only - The Bates School
For Kids Only - Youth in Motion
For Kids Only After School-Beachmont School
For Kids Only Afterschool - Burke School
For Kids Only Afterschool - Brown School
For Kids Only Afterschool - Carroll School
For Kids Only Afterschool - McCarthy School
For Kids Only Afterschool - McKinley School
For Kids Only Afterschool - Welch School
For Kids Only Afterschool Inc. - Fort Banks
For Kids Only Afterschool-West School
For Kids Only - Lincoln Extended Day
For Kids Only - The Albert N. Parlin School
For Kids Only - The Keverian School
For Kids Only - The Lafayette School
For Kids Only - The Madeline English School
For Kids Only - The Whittier School
GenCenter After School Day Care
Gloucester Afterschool Program Fuller School
Greenhalge After School Program
Greenmont After School Program - CTI
Gregg Neighborhood House
Guild of St Agnes - Fitchburg School Age
Guild of St Agnes - Granite St School Age
Guild of St Agnes - Quinsigamond School
Guild of St. Agnes - Devens Center School Age
Guild of St. Agnes - Gardner School Age
Guild of St. Agnes - Grove St School Age
Hockomock Y Children's Ctr, Top of the Hill School's Out
Huntington Avenue YMCA School Age Program
Hyde Park YMCA - BTU School
JFK Extended Day Stars
Just Right Child Care SACC
Kiddie Kampus II
KIDS Place - North Shore Assembly of God
KidZone, Inc
Latchkey at the Frost School
Latchkey at the Parthum School
Lawrence YMCA
Lincoln After School Program, CTI
Little People's College
Little People's College - Church SACC
Little People's College - Donald SACC
Little People's College - Rockdale SACC
Little People's College - Sassaquin SACC
Little People's College, Inc - SACC Wareham
Lyons Extended Day Stars
Magic Seasons Early Childhood Center School-Age Program
Malden YWCA After School Day Care
Margaret Fuller Neighborhood House After School Program
Markman School Age Enrichment Program
Mary M. Walsh Public School
McAuliffe After School Program at CTI
Methuen YMCA
Metro North Children's Learning Center, Inc.
MOC Child Care & Head Start Services/School Age Program
Morningside School Age Child Care
North Star LC - Schooner Program
North Suburban Family YMCA/Plympton Site
Oak Square YMCA SACC Program
Pawtucketville Memorial Program
PILOT PROJECT, MARBLE STREET
Quincy After School - Lincoln-Hancock School
Rainbow Child Development Center
Rainbow Child Development Center - City View School
Rainbow Child Development School Age Center
Roosevelt School
Roxbury YMCA School Age Program
SACC at the YMCA
Scantic Valley YMCA Old Mill Pond School's Out
School's Out - Harvest Fellowship
Schools Out at Milton Bradley
Sgt Carney Academy After School
South Boston Neighborhood House
Springfield YMCA School's Out
Square One Kid Stop - Faith Church
Square One Kid Stop - Harris
Square One Kid Stop - Sumner Ave.

Stimulations Preschool - Stay - N - Play
 Suburban Child Afterschool Sports & Rec. Program.
 Swift Waters After School Programs
 The Arbors Kids
 The Arbors Kids - Gerena
 The Arbors Kids - Homer Street
 The Arbors Kids - Lambert-Lavoie
 The Arbors Kids - Mason-Wright
 The Arbors Kids - Streiber
 The Kids' Place
 Tobin After School Program
 United South End Settlements ASCP
 Wesley Education Center
 West Roxbury/Roslindale YMCA - Sacred Heart

Westfield Child Center
 Weymouth Afterschool Stars
 Worcester Comprehensive Child Care
 Yarmouth School Age Center
 YMCA After School Day Care
 YMCA North End Youth Center
 YMCA School's Out After School Program
 YMCA Schools Out at Gerena
 Young Extended Day Stars
 YW Kids School Age Program
 YWCA of Central Massachusetts, Inc.
 YWCA/Wawecus After-School Program
 YWCA-Grafton Street Afterschool Program

Family Child Care QRIS Pilot Participants

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Bouchra Idmalek
Carmen Infante
Milagros Infante
Heidi Ingram
Karen Izzo
Heather Jacobson
Constance Janik
Carmen Jimenez
Ruth Jimenez

Dalisha Johnson
Lula Mae Johnson
Minnie Johnson
Vernice Johnson
Cynthia Johnston
Lorisa Jones
Colleen Jones-Markham
Flor Jorge
Tina Karch
Raksan Keo
Abby Ketchum
Chamroeunrath Khat
Jackelyn Kleiner
Vanessa Knowlton
Catherine Kochanski
Charlene Kopec
Alba Kozlosky
Angelica Lacourse
Michele Lacroix
Kimberly Lai-Fook
Anastacia Lake
Denise Lambright
Vickie Langford
Dinorah Lara
Miriam Laracuente
Frances Lariviere
Karen Lavin
Marleen Lawlor
Maria Lazu
Robertta Leblanc
Eileen Lefrancois
Paula Leger
Robin Lemire
Tracy Lheureux
Lisette Alejandro
Maria Lobo-Rodrigues
Silvia Lopes
Guarina Lopez
Mercedes Lopez
Celia Lora
Luz Sanchez
Marites Maclean
Fermina Malena
Donna Malone
Linda Malone
Leslie Marcyoniak
Marie Marshall
Marola Martinez De
Lizardo
Angela Maria Martinez
Digna Martinez
Ruth Martinez
Sixta Martinez
Fatima Mateo-Bell
Ana Matos
Cristobalina Matos
Elizabeth Matos
Amanda Mazo
Betty Elaine McDonald
Doreen McDuffy
Lorraine McDuffy
Cathleen Mcelligott

Robin McGregor
Tina McIntosh
Luz Mejia
Rosario Mejia
Dominga Melendez
Luz Angela Mendonca
Edita Mendoza
Wendy Mieses
Beverly Millar
Carmel Millien
Linda Miranda
Maria Miranda
Debra Mitchell
Elizabeth Mongeon
Mariza Iolanda Moniz
Darmery Montoya
Catherine Morehouse
Celestina Moreno
Teresita Moreno
Carol Morillo
Yadiris Morillo
Kolu Morris-Smith
Pamela Morton
Katia Mosquea
Mary Moye
Janet Mullan
Sonia Munoz
Kathleen Muzerall
Hala Nasif
Kellie Navaroli
Madeline Nazario
Joyce Neale
Sarone Neang
Massa Neufville
Debra Newell
Ok Ngoeun
Hanh Nguyen
Pilar Nieves
Sylvia Nieves
Henrietta Norflet-
Johnson
Neda Nou
Maly Noun
Leila Nunes
Ramona Nunez
Tammy Obuchowski
Salvadora Ocasio
Angela O'Connell
Tracy O'Neil
Virginia Openshaw
Angela Ortega
Rubertina Ortiz
Marlene Otero
Yamilette Otero
Natividad Ovalles
Jody Palmer
Emma Parker
Dixil Parry
Evelin Peguero
Maira Pena
Santa Pena
Veronica Pena

Pratima Penumarthy
Chandara Peou
Maria Peralta
Suejay Perez
Nancy Perry
Liana Pimentel
Mariluz Pimentel
Maria Pino
Viviana Pino
Estela Pinto
Jean Pitts
Lisa Platanitis
Thelma Poitras
Theresa Poles
Maggie Pollock
Patricia Polonis
Lillian Price-Lynam
Milagros Quiles
Karen Ralls
Grace Ramirez
Paula Ramirez
Idaly Ramos
Teresita Ramos
Tanya Ray
Gladys Restrepo
Adis Reyes
Andrea Reyes
Margarita Reyes
Maria Reynoso
Grace Richardson
Ada Rivas
Betsey Rivera
Carmen Rivera
Carmen Rivera
Carmen D. Rivera
Maria Rivera
Rosa Rivera
Judith Roberts
Susan Roberts
Carla Marie Robichaud
Patricia Robidoux
Kendra Robinson
Sandra Robledo
Carmen Roche
Carmen Rodriguez
Chong Rodriguez
Gladys Rodriguez
Gretchen Rodriguez
Leonor Rodriguez
Marilyn Rodriguez
Patria Rodriguez
Sandra Rodriguez
Brenda Rojas
Ramona Roman
Zobeida Roman
Marisol Rondon-Ramos
Corrie Roy
Luisa Ruffen
Miriam Ruiz
Julie Ryan
Argentina Saenz
Judith Salazar

Amelia Sanchez	Mariluci Machado	Dalila Szczypien	Carmen Ventura
Carmen Sanchez	Sleiman	Carisa Szloch	Geraldine Ventura
Matilde Sanchez	Margaret Smart	Nicole Tabales	Ann Visceto
Minerva Sanchez	Julie Smith	Mary Talbot	Susan Warner
Yesenia Sanchez	Laurie Smith	Melissa Tammaro	Kimberly Warrington
Zoraida Sanchez	Jessica Soba	Cheng Tang	Jacqueline Watson
Arelis Santa	Laurie Jean Sobon	Pamela Tata	Webster Square Day
Gladys Santiago	Mercedes Solano	Ana Taveras	Care Center
Yvonne Santiago	Erohilda Soto	Patricia Taylor	Brenda Webster
Mariana Santillan	Yashira Soto-Perez	Rhina Thomas	Margaret Wheeler
Adriana Santos	Jodi Souza	Claire Thompson	Claudette White
Virginia Sawyer	Nano Spare	Tracy Thompson	Michelle White
Jennifer Scala	Deborah Spink	Martha Tolentino	Karen Whitman
Kathleen Scala	Michele St. George	Minerva Toribio	Diane Wiles
Samira Schofield	Theresa St. Sauveur	Beatrice Torres	Lisa Willett
Celia Secchiaroli	June Steele	Deborah Torres	Tiffany Williams
Marta Segura	Barbara Steiger	Josefina Torres	Sandra Wittrup
Heng Sek	Patricia Stevens	Audrey Trainor	Attle Young
Teresa Senices	Cheryl Stewart	Monica Turner	Kristina Young
Carmen Severino	Colleen Stracuzzi	Katelin Underwood	Suon Yuong
Patria Severino	Janice Studebaker	Blanca Valencia	Judith Lynn Zabel
Jennifer Shelsy	Sugeiris Vargas	Rubiela Valencia	Robin Zahara
Diane Silva	Judy Sullivan	Sandra Vargas	Sandra Zapata
Robin Silva	Elizabeth Sutton	Desheila Vaughn	Zahira Zouaoui
Staci Silva	Michelle Swallow	Maria Vazquez	
Diana Sinkus	Kimberly Sweeney	Carmen Vega	
Venessa Skinner	Rebecca Sylvia	Gloria Velasquez	

Center-Based/School-Based Program QRIS Pilot Participants

ABCD Early Learning Program - Madison Park	C.T.I. Children's Corner Day Care Center
ABCD Head Start - Lenox Street	Campus Learning Center
Acorn Center For Early Education /Care	Catholic Charities Large Group & School Age Child Care
Acton Childrens School	Chester Elementary
Acton Cooperative School, Inc.	Child Development Center
Andover/North Andover YMCA	Child Enrichment Center
Armory Square Day Care	Child Works Child Care Center, Inc.
Associated Early Care & Education - Central Schoo	Children's Development Center
Associated Early Care & Education - Jamaica Plain Day Care	Children's Express Child Care, Inc
Associated Early Care & Education - Ruggles/Gilday Centers	Children's House - Wilbraham Rd
Associated Early Care and Education /Children's of Cambridge	Children's House- Beech St
Associated Early Care Education Inc. - Castle Square	Children's Village - The Mill
Ayer Kiddie Depot	Cole-Harrington Children's Center
Barnstable Early Learning Center	Cole-Harrington Early Learning Center
Bear Care Centers, Ltd	Cole-Harrington Infant/Toddler Enrichment
Beaudoin Village Early Education & Child Care Center	Cole-Harrington Kindergarten Enrichment Program
Berkshire Children and Families	College Bound Dorchester Early Education - Dorchester Place
Berkshire Children and Families - Redfield House	College Bound Dorchester Early Education - Log School
Beverly Children's Learning Center	Community Action Headstart Fox Center
Bourne/Sandwich I Preschool, Bourne/Sandwich II Preschool	Community Action, Inc. Headstart at Newburyport
Boys and Girls Club Children's Center	Community Day Care Learning Center
Brewster Preschool	Community Day Care Teen Parent Child Care Program
Bridge Street	Community Teamwork Incorporated
Bright Beginnings Daycare/Preschool	Cooper Community Child Development Center
Bright Horizons - Newburyport	Country Club Learning Center
Brockton Day Nursery	Cowlicks + Pigtales Child Care Center
Building Blocks Early Education Center, Inc.	Crayon Campus Learning Center
Burbank YMCA Preschool Program	Crayon College - Plymouth
Busy Bee Learning Center and K Thru 2 Wake Up Program	Crosby Partnership Preschool
Busy Bees Learning Center	CTI - James Houlares Early Learning Center
Busy Bees Preschool Center, Inc.	Curious Kids of Hudson

Dennisport Preschool
Dimock Early Headstart
Dimock Headstart
Dorothy Amos Community Preschool
Early Childhood Centers of Greater Springfield
Early Childhood Education Program/ABC School-Age
Enrichment
East Boston - Head Start/Elbow
East Boston Head Start
East Boston Head Start Social Center
East Boston Head Start St. Johns
East Boston Head Start - Bennington
East End House, Inc.
Ellis Memorial And Eldrege House
Ellis Memorial Children's Center
Ellis Memorial Early Education And Care Program
Escuelita Boriken
Fairy Tale Children's Center Inc.
Falmouth Preschool
First Congregational Church - Headstart/Self Help
Foxboro YMCA Children's Center.
Greendale School Head Start
Guild of St Agnes
Guild of St. Agnes - Charlton Day Care
Guild of St. Agnes - Early Education And Care - Devens
Guild of St. Agnes - Fitchburg Preschool/School-Age
Guild of St. Agnes - Gardner
Guild of St. Agnes - Grove St Day Care Center
Harbor Area Early Childhood Service
Hyannis I Preschool I-IV
JCC Early Learning Center - Acton
JCC ELC - Wayland
JCC Early Learning Center - Sharon
JCC Early Learning Center - Congregation Sha'Aray Shalom
Jolly Farm Day Care
Jolly Farm Day Care Center
Jolly Farm Learning Center
Just Right Child Care
Kiddie Kampus
Kiddie Kampus II
Kiddie Kampus III
Kidsland Daycare Center
Kid-Start Child Care Center
Kidzone, Inc.
Kindercare Learning Center
Kindercare Learning Center 1384
Knowledge Beginnings - A St
Knowledge Beginnings - Concord Rd
Knowledge Beginnings - Old Main St
Knowledge Beginnings - Billerica Rd.
Laboure Center
Lenox Children's Center
Leventhal-Sidman JCC/Brookline Preschool
Leventhal-Sidman Jewish Community Center
Little Discoveries, Inc.
Little People Nursery School
Little People's College
Little People's College - Bridge St. - Fairhaven
Little People's College - Church
Little People's College - Dartmouth
Little People's College - Donald
Little People's College - Fairhaven

Little People's College - Mattapoisett
Little People's College - Rockdale
Little People's College - Sassaquin
Little People's College - Wareham
Little People's College - Acushnet
Little Tot Day Care
Littleville Elementary School
Malden Elc
Markman Children's Program
Markman Children's Programs, Inc.
Mashpee Preschool
Meritor Academy
Metro North Children's Learning Center, Inc.
Mill Swan School - Head Start
MOC Child Care & Head Start / Family Education Center
MOC Child Care & Head Start Services
MOC Child Care & Head Start Services - Garrison Ctr. for
ECE
MOC Child Care & Head Start Services / Coleman Street
Monument Square Day Care Center & Magic Seasons -
Monument Square
N.I.C.E. Inc.
Nazareth Child Care Center
New Bedford Child Care
New Beginnings Child Care
Norman Rockwell Early Childhood Center
North Cambridge Children's Center
Northstar Learning Centers, Inc. - Samuel Barnet
Northstar Learning Centers, Inc. - Shawmut
Old Colony Y - Taunton Div Child Care
Our Lady's Child Care Center
Our Magical Beginnings
P.A.C.E. Head Start
Paddington's Place
Pakachoag Acres - Millbury
Pakachoag Acres Day Care Center, Inc.
Parker Hill/ Fenway Head Start
Playgroup Plus Pre-School
Project Extra Plus Preschool
Quincy Preschool Stars
Quinsigamond Children's School
Rainbow Child Development Pre School Ctr
Randolph Preschool Stars
Renaissance Kids Academy
Riverview Head Start
Roxbury Head Start
Salmon Centers for Early Education
Saugus Learning and Discovery Center
Scantic Valley YMCA Child Development Center
Self Help Head Start - Norton
Self Help Head Start - Sachem
Self Help Head Start - Attleboro
Self Help Inc - Head Start Rockland
Self Help Inc, Head Start - Whitman
Self Help, Inc Head Start - Norwood
South Boston Neighborhood House Preschool
South Side Head Start II
Southern Berkshire Early Childhood Center
Southside Head Start
Square One - Chestnut Street
Square One - Faith Church
Square One - Holyoke Health Center

Square One - King Street
Square One - Main Street
Stepping Stones Child Care
Stevens Street Preschool
Stimulations Preschool
Story Tree Children's Center
Suburban Child
Sunnyside Day Nursery
The Abantwana Learning Center
The Arbors Kids
The Arbors Kids at Mason - Wright
The Children's Village - Mansfield Depot
The Cottage Children's Center
The Gate House Head Start Program
The Goddard School
The Kids' Place
The Kid's Place - E Longmeadow
The Kids' Place - Feeding Hills
The Kids' Place - Holyoke
The Kids' Place - Springfield
The Kids' Place - W Springfield
The Kids' Place - Wilbraham
Tri-Community YMCA Day Care Center
U Mass Memorial Health Care Child Care Centers
Ulysses G. Shelton Head Start Center
United South End Settlements Child Development Program
Valley Opportunity Council @Churchill Homes
Vernon Hill School
Village Common Children's Center
Village Preschool
VIP Childcare, Inc
VOC - Cabot Manor Child Care
VOC - Child Care on Montgomery Street
VOC - Early Education and Care at Mt. Carmel
Waltham Family YMCA Child Care
Wareham Preschool
WCCCS South High Teen Parent Program
WCCCS Teen Care Program - Burncoat
Webster Square Day Care Center, Inc.
Wellesley College Child Study Center
Wesley Education Center
West Yarmouth Preschool I-III
Westfield Child Center
Westover Job Corps Head Start
Weymouth Preschool Stars
Williamstown Community Preschool, Inc
Worcester Comprehensive Child Care Services - GBV
WPS - Head Start Program Millbury Street School
YMCA - Magic Years Day Care
YWCA of Central Massachusetts, Inc. - Westborough
YWCA of Central Mass, Inc. - Worcester

EXECUTIVE SUMMARY

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts is developing to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealth's mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality a set of QRIS Standards were adopted by Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum, assessment, educator preparation, and family and community engagement to ensure the strongest outcomes for children. The QRIS Standards are a central component to the MA QRIS.

The Massachusetts Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Reports outlines the process that Education Development Center (EDC), the Massachusetts Department of Early Education and Care (EEC), and stakeholder from across the Commonwealth engaged in to inform the revisions of the newly adopted QRIS Standards.

A team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care, after school and out of school time stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's early education and care and afterschool mixed delivery system^a. The system is designed to enhance quality for the approximately 275,000 children who participate in the estimated 12,000 licensed programs statewide as well as children and youth who participate in licensed-exempt programs.

Background

Since 2008, stakeholders in Massachusetts have engaged in a process to develop a Quality Rating and Improvement System (QRIS). The system is designed to articulate increasing levels of quality for programs in community settings that provide early education and care and after school care for children in the Commonwealth. The QRIS was designed as one important tool,

^a Early education and care programs include a mixed system, which is defined as "any person providing early education and care including, but not limited to, public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes." See G.L.c. 15D, § 1A.

among many, that Massachusetts developed to help families, communities, and policymakers understand what constitutes quality.

The QRIS was also developed as a path for professionals working in early education and care and after school and out of school time programs to view quality, recognizing that higher expectations of programs are matched with higher supports for those programs, including better articulated career lattices, financial incentives, education and training that is grounded in the science of child development, and extensive technical assistance.

To reflect the unique characteristics of Massachusetts' early education and care, after school and out of school time programs, stakeholders began designing the system through a developmental, iterative process that included a compilation of recommendations to begin to craft a common definition of quality and the overarching goals and purposes of QRIS. Convened by EEC, this early stakeholder group consisting of members specializing in special education, Universal Pre-Kindergarten (UPK), early education public and fiscal policy, public school preschools, after school and out of school time providers, community and faith-based providers, Head Start programs, as well as professional development, child development content and research experts. These efforts resulted in draft versions the QRIS standards for three program types, center and school-based, family child care, and afterschool and out of school time programs.

EEC conducted a pilot of the MA QRIS using the provisional standards that was implemented and evaluated in the spring of 2010. The evaluation report included recommendations from QRIS pilot participants and other stakeholders throughout the Commonwealth. A key recommendation was to streamline the standards and provide additional direction regarding the documentation requirements. EEC contracted with the Education Development Center, Inc. to conduct a study of the provisional QRIS standards and recommend revised evidence-based standards and documentation requirements.

About the Study

Between August 2010 and December 2010, the same team of EDC researchers who had previously conducted the QRIS Pilot evaluation completed the *Massachusetts' Quality Rating and Improvement System (QRIS) Provisional Standards Study*. The study team engaged in the following activities to inform the revision of the standards and the documentation requirements:

- › Developed a crosswalk documenting the alignment of the QRIS Provisional standards with EEC licensing regulations and existing research-based observational measures.
- › Reviewed the research literature aligned with each of the Provisional standards and created an accompanying database that presented information on the strength of the evidence for each of the Provisional standards.
- › Created Powerpoint presentations; presented to EEC Board and sub-committees and over 400 early education and care stakeholders throughout Massachusetts in 5 regional forums, and 2 telephone conference calls.

- › Collected input from a variety of EEC stakeholders including members of the EEC Board and sub-committees, interested stakeholders through a forum at Wheelock University, and telephone feedback in order to inform the revisions to the standards.
- › Reviewed EEC's documentation database: QRIS Program Manager.
- › Reviewed 20 state's existing QRIS standards to determine the degree of alignment between the Massachusetts Provisional standards and other state's QRIS standards.
- › Analyzed stakeholder feedback obtained from regional forums, interviews, surveys and discussions with national experts and analysis of quantitative survey data.
- › Developed proposed revised standards and accompanying documentation.

Findings

The study team found research-based evidence for 40 center and school-based standards, 23 family child care standards and 31 after school and out of school time standards. In addition, the team found that many of the provisional standards could be assessed using existing reliable measures such as the environment rating scales, but that small changes in the language of the standard would be needed for direct alignment. Moreover, the study team found that 9 center and school-based, 8 family child care, and 7 after school and out of school time standards were included in other states' QRIS.

The draft revised standards were then posted to the EEC web-site and stakeholders throughout the Commonwealth were asked to complete web-based surveys to provide their perspective of the draft revised standards. An analysis of data collected through the web-based surveys, telephone interviews, and regional forums revealed that:

- › The vast majority of survey respondents agree that the revised provisional standards reflected quality in early education and care.
- › Some providers reported that they might face challenges when meeting the QRIS standards. These respondents were less likely to agree that the revised provisional standards reflected quality.
- › Some suggestions for modifying the language within certain standards were made
- › Some stakeholders proposed keeping standards that had been included in the provisional standards and were not included in the revised provisional standards.

Based on this feedback, input from EEC leaders, and input from some of the EEC Board members, the standards were revised further. These final revised standards were presented to the Board for a vote in December 2010. The Board voted unanimously to approve the revised standards.

The final standards reflect the following:

- › Standards that are required by the Massachusetts licensing regulations were eliminated

- › When documentation requirements were the same across standards, some standards were collapsed into new categories
- › Standards were eliminated that lacked:
 - A strong research base
 - Alignment with research based observational measures
 - Objective basis for documentation
 - Inclusion in other state’s QRIS
 - Articulation by stakeholders that the standard reflects best practice
- › Some standards were moved or reordered to reflect increasing levels of quality
- › Documentation requirements were changed to ensure each is aligned with the standards and are doable

The number of final Massachusetts QRIS standards was substantially lower than the number of provisional standards. Table A below illustrates the number of provisional and revised standards.

Table A. Comparison of Number of Provisional and Number of Revised Standards

	Center and School Based	Family Child Care	After School and Out-of-School
Provisional standards	149	139	161
Revised standards	79	57	57

Detailed findings regarding the research evidence, the alignment with existing research based observational measures, the alignment with other states’ QRIS standards, and the stakeholder comments regarding best practice are presented in the full report.

INTRODUCTION

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts is developing to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealth's mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality a set of QRIS Standards were adopted by Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum, assessment, educator preparation, and family and community engagement to ensure the strongest outcomes for children. The QRIS Standards are a central component to the MA QRIS.

The Massachusetts Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Reports outlines the process that Education Development Center (EDC), the Massachusetts Department of Early Education and Care (EEC), and stakeholder from across the Commonwealth engaged in to inform the revisions of the newly adopted QRIS Standards.

A team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care, after school and out of school time stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's early education and care and afterschool mixed delivery system^b. The system is designed to enhance quality for the approximately 275,000 children who participate in the estimated 12,000 licensed programs statewide as well as children and youth who participate in licensed-exempt programs.

About the Study and Report Structure and Format

Between August 2010 and November 2010, a team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop

^b Early education and care programs include a mixed system, which is defined as "any person providing early education and care including, but not limited to, public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes." See G.L.c. 15D, § 1A.

recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's mixed delivery system. The Study Team designed the study to ensure the creation of an evidenced-based set of QRIS standards, which, individually and in the aggregate, can be measured and are shown to lead to increased program quality.

This report begins with a brief description of the Massachusetts Quality Rating and Improvement System and the Provisional QRIS Standards that were approved by the EEC Board in February 2010 and were in place for the state's 2010 QRIS pilot. The report outlines the objectives, scope and presents the study's methodology and follows with a summary of key findings. Following the findings, the report presents the recommendations that were presented to EEC, the EEC Board and the early education and care and out of school time community. These recommendations are based on a synthesis of findings grounded in research evidence, and recommendations from stakeholders throughout the Commonwealth.

Background: Development of Massachusetts QRIS Provisional Standards

What is a Quality Rating and Improvement System (QRIS)?

A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early education and care as well as after-school settings.^{1,2}

QRIS are similar to other consumer rating systems that "rate" goods or services to provide customers with a better understanding of quality. Across states, the ratings typically reflect increasingly higher levels of quality, with many states articulating 4 or 5 levels of quality and some states only using 3 levels. Regardless, the levels reflect quality that is above and beyond the states licensing regulations and standards.

In most states, QRIS have five components:

1. Standards – The QRIS' standards build on the various standards already being used in the state, such as licensing, NAEYC, NAFCC, and Head Start Performance Standards, and are organized into one body of standards. The standards are usually categorized into a series of levels or steps, such as 1 - 5.
2. Monitoring and Accountability – The measures the state will use to recognize where programs are in relation to the standards levels.

3. Program and Practitioner Supports – The infrastructure to help programs meet and maintain the quality standards. The support infrastructure is built from current/existing resources (e.g., grants).
4. Fiscal Incentives – The incentives to encourage programs and providers/educators to pursue higher levels of quality
5. Family and Consumer Engagement – The way that the content of the QRIS is communicated to parents and programs.

QRIS standards tend to be tailored to different program types – center-based and public school programs, family child care providers, and after school and out of school time providers. While some states have one set of standards across program types, all states tailor the documentation requirements to address differences in program type.

Description of the Massachusetts Quality Rating and Improvement System (QRIS)

The Massachusetts QRIS was designed to reflect the mixed delivery system in Massachusetts. As such, Massachusetts’ early education and care, after school, and out of school time stakeholders’

unique perspectives regarding quality were reflected in the development of the system. Stakeholders began designing the system including the provisional standards in earnest in 2008 as a developmental, iterative process that included a compilation of recommendations initiated by a

Graphic 3. Names of Massachusetts Standards Over Time

- *Draft QRIS Standards, Developed by QRIS Stakeholders with EEC, 2009*
- *Provisional Standards, Unanimously Approved by EEC Board, February 2010*
- *Proposed Revised Standards, Presented to EEC and stakeholders, Fall 2010*
- *Massachusetts QRIS Standards, Unanimously Approved by EEC Board, December 2010*

stakeholder group consisting of members specializing in special education, Universal Pre-Kindergarten (UPK), early education public and fiscal policy, public school preschools, after school and out of school time providers, community and faith-based providers, Head Start programs, as well as professional development, child development content and research experts. These efforts resulted in draft versions the QRIS standards for three program types, center and school-based, family child care, and afterschool and out of school time programs

Through the process, draft recommendations for all aspects of the system including an early version of the draft provisional standards were developed based on broad goals and principles that the stakeholders wanted the QRIS to reflect. These stakeholders represented the various types of early education and care providers (e.g., school-age, family child care, center-based, public schools, etc.). As such, one set of standards was developed for center-based and school-based early care and education programs, one for family child care, and one for after school and out of school time programs.

The Development of the Provisional QRIS Standards

EEC also worked internally to align QRIS draft standards with newly proposed licensing regulations³, the emerging professional development core competencies, and other key EEC quality program initiatives.^c After the draft versions were created, they were posted for public input in the fall of 2009 to elicit feedback from providers throughout the Commonwealth. EEC revised the standards for clarity and appropriateness for measuring quality, resolved any outstanding issues, and then the provisional QRIS standards were unanimously approved by the EEC Board in February 2010.

In the spring of 2010, five regional forums were held to formally introduce the QRIS Pilot and the approved QRIS Provisional standards to the early education and care and out of school time community.⁴

The provisional standards were tailored for the following types of programs:

- › Center and School-Based (For use by center based and school based programs, including non-licensable and license-exempt center based programs (i.e. public school preschools, Montessori schools, or religiously affiliated programs)
- › Family Child Care (For all family child care homes)
- › Afterschool and Out of School Time (For all afterschool and out of school time programs serving school-aged children and youth outside of the regular school day, even if the program is physically located in a school building)

The standards covered the following 5 broad categories:

- › Curriculum and learning
- › Environment
- › Workforce qualifications
- › Family involvement
- › Administration

The number of standards within each category varied by program type. For example, there were 149 center-based and school-based provisional standards, 139 family child care provisional standards, and 161 after school and out of school time provisional standards. The number varied as a result of inherent programmatic differences. For example, the number of workforce qualification standards ranged from 22 for family child care to 32 for center-based and school-based, to 34 for after school and out of school time programs. This number reflects the fact that for family child care educators, may be the only staff on site, and is the owner, serving as the program administrator and the educator a teacher and a lead teacher are the only educators interacting with children, whereas in larger programs additional personnel are present.

^c http://www.mass.gov/Eeoe/docs/EEC/regs_policies/20100122_606_cmr.pdf

Across all QRIS program types, 4 levels of quality were fully articulated in the provisional standards, with the highest level – Level 5 – to be determined at a later date. These levels are presented in Graphic 1 below. The graphic illustrates that each level represents enhanced quality. For example, Level 1 meets licensing requirements (even for programs that are exempt), Level 2 programs are engaged in self-assessment and a continuous improvement process. Levels 3 and 4 have demonstrated structural indicators and reliable observation data demonstrating focused development and full integration of program quality.

Graphic 1. Massachusetts QRIS Levels^d



Source: Massachusetts Department of Early Education and Care

QRIS Pilot Evaluation

EEC launched the QRIS Pilot in 2010 with the aim of learning lessons that could inform the full implementation of MA QRIS —scheduled for January 2011. The QRIS Pilot included 4 levels of quality as EEC determined that articulating Level 5 quality would be developed later and informed from the field and lessons learned during the Pilot. For the Pilot, participants were asked to present documentation that demonstrated the fulfillment of standards based on their self-assessed level. Educators and programs were also asked to participate in the evaluation and give detailed feedback about challenges and lessons learned. Moreover, QRIS Pilot participants

^d Graphic from Massachusetts Department of Early Education and Care

were informed that the full QRIS implementation would be modified to reflect the lessons learned during the pilot and evaluation recommendations.

Need for Revision to Massachusetts QRIS Provisional Standards

The QRIS Pilot Evaluation Report recommended that the state revise the QRIS standards and provide QRIS participants with additional direction regarding the type of documentation that would provide sufficient evidence of meeting particular standards.⁵ These recommendations were based on a rigorous evaluation in which data from a representative sample of over 500 early education and care providers who participated in the Pilot or had expressed an interest in the Pilot, and a sample of providers throughout the state who had not participated in the Pilot. The robust evaluation produced findings that illustrated statistically significant differences in perspectives among different types of providers.

The Study Team recommended that EEC revise the standards, based on an overwhelming sentiment among providers that this was necessary. In fact, the majority of providers - 75% who received grants and 66% who did not receive grants but nonetheless participated in the Pilot – reported that they understood the process of learning about the QRIS, but only one-half reported they believed the standards were “appropriate.” The primary challenges, according to providers, were both the complexity of the standards as well as the number of criteria within each standard. Specifically, some providers reported that there were too many criteria to fulfill the requirements for that QRIS level, especially those who were accredited or were following other quality guidelines such as the Head Start Program Performance measures. A substantial number of providers recommended that EEC offer additional guidance regarding the specific criteria that could be addressed with National Association for the Education of Young Children accreditation or specific scores they should obtain on existing environment rating scales. A sizable percentage of providers also expressed concern about the appropriateness of some of the criteria related to the environment—particularly providers located in older buildings.

The final evaluation report also provided recommendations to EEC to clarify the documentation requirements for the QRIS full implementation. The recommendations were based on interviews with providers, analyzed survey data, and also analyzed the documentation submitted by providers.⁶

In sum, important lessons were learned from the QRIS Pilot that showed a need for a streamlined and revised set of QRIS standards and a need for additional evidence-based criteria for QRIS documentation.

EEC Took Steps to Address Pilot Evaluation Recommendations

To address the 2010 Pilot evaluation recommendations, EEC solicited proposals for a study of the Provisional Standards to inform the development of revised standards for the full QRIS

⁶ EEC deliberately was not prescriptive in order to learn from the QRIS participants. Participants were asked to submit documents they felt proved that they met the standard/measurement.

implementation. The EDC researchers who conducted the Pilot evaluation were awarded the competitive contract for the Provisional Standards Study to be conducted between August 2010 and December 2010. The subsequent section presents the objectives and scope along with the methodology.

OBJECTIVES, SCOPE, AND METHODOLOGY

The main objective of informing revisions to the QRIS System (including standards, measurements, and documentation) based on the research evidence and stakeholder feedback. We describe the methodology and scope of the study in this section.

The EDC Study Team began by developing a logic model –or graphic illustration—of the theory of change of the study. The theory of change illustrates how the following inputs have guided the study’s activities: the Provisional Standards, EEC stakeholders’ perspectives and insights, the Pilot documentation, national experts’ knowledge, the scientific literature, the EEC licensing regulations and existing tools, and EEC leadership (see Graphic 2).

The EDC Study Team used the logic model and accompanying theory of change to guide the study. A logic model is a graphic illustration of the theory guiding particular activities that shows how resources link to ultimate outcomes. The QRIS provisional standards study logic model is presented in Graphic 2. Moving from left to right, the reader can see that the Study Team used existing inputs—including the provisional standards, ECE input, evaluation findings, etc.—to support and inform project activities. The project activities presented in the model include a review of the scientific literature, the development of a cross-walk of the standards with licensing regulations as well as existing tools and measures, review and verification of the documentation provided by Pilot participants, and data collected from EEC stakeholders and national experts. The model then shows that, in theory, these activities were designed to lead to a number of outputs or products including the final revised standards and the final report. Ultimately, this study was designed to inform revisions to the QRIS System (including standards, measurements, and documentation) based on the research evidence and stakeholder feedback.

Graphic 2. QRIS Provisional Standards Study Logic Model

Inputs		Interim Outputs Product that can be counted or assessed in terms of quality	Ultimate Outputs Final products/deliverables	
<ul style="list-style-type: none"> • Provisional Standards • Early Education and Care Stakeholders' and Pilot Participants' Perspectives and Insights • Pilot Documentation • National Experts/ Knowledge-base • Scientific Literature • Licensing standards and existing tools and measures • EEC leadership 	<p>Gather input</p> <ul style="list-style-type: none"> • Present an update and overview of QRIS Provisional Study including feedback opportunities for EEC Advisory Council, Policy and Fiscal Committee, and Planning and Evaluation Committee • Conduct regional forums to obtain input from EEC stakeholders and pilot participants regarding preliminary recommendations for QRIS standards • Collect data from EEC stakeholders and pilot participants through surveys and telephone interviews <p>Assess evidence</p> <ul style="list-style-type: none"> • Conduct literature review • Consult with national experts to supplement literature review regarding existing evidence and best practice • Based on the strength of the research base, provide EEC with preliminary recommendations for QRIS standards • Develop cross-walk of provisional standards, EEC licensing standards, and existing tools and measures (<i>Arnett, CLASS, PAS, BAS, APT, ECERS-R, ITERS-R, FCCERS-R, SACERS, Head Start Performance Standards, NAEYC, NAFCC, COA Criteria and Standards</i>) • Incorporate crosswalk components into updated QRIS Data System (EEC) • Review documentation provided by Pilot participants • Create and refine list of acceptable documentation that supports provisional standards based on evidence and existing documentation <p>Reporting and refinement of standards</p> <ul style="list-style-type: none"> • Provide EEC with refined recommendations of the QRIS standards based on literature review, best practice, and stakeholder feedback • Provide EEC with refined recommendations for acceptable documentation requirements • Present summary of QRIS Provisional study process to EEC Board and review the refined recommendations to update the QRIS System (standards, measurements and document requirements) • Invite stakeholders to preview and provide input on refined recommendations to the QRIS System (including standards and documentation requirements, EEC to convene) • Finalize standards (EEC with input and Board vote) • Finalize documentation requirements (EEC with input and Board vote) • Board vote to approve new System for January launch 	<ul style="list-style-type: none"> • Literature review document • Crosswalk documents • Powerpoint presentations to EEC stakeholders throughout the Commonwealth • Numbers and types of EEC stakeholders providing input into refined standards • Quantitative and qualitative data from stakeholders regarding perspectives on standards • Draft report • Draft refined standards 	<ul style="list-style-type: none"> • Final Report • Final revised standards • List of acceptable documentation relating to each standard • EEC to launch updated QRIS system based on literature review, best practice and stakeholder feedback 	<ul style="list-style-type: none"> • QRIS System (including standards, measurements, and documentation) is updated based on evidence base and stakeholder feedback • Revised QRIS System is launched in January 2011

The Study Team engaged in number of activities to carry out the study. Details regarding the sample are presented in Table 1. Briefly, the Study Team:

- › Developed a crosswalk documenting the alignment of the QRIS Provisional standards with EEC licensing regulations and existing research-based observational measures.
- › Reviewed the research literature that is aligned with each of the Provisional standards and create an accompanying database to demonstrate the strength of the evidence for each of the Provisional standards.
- › Created Powerpoint presentations; presented to EEC Board and subcommittees and over 400 early education and care stakeholders throughout Massachusetts in 5 regional forums, and 2 telephone conference calls.
- › Collected input from a variety of EEC stakeholders including members of the EEC Board and Committees, interested stakeholders through a forum at Wheelock College, and telephone feedback in order to inform the revisions to the standards.
- › Reviewed EEC's documentation database: QRIS Program Manager.
- › Reviewed 20 state's existing QRIS standards to determine the degree of alignment between the Massachusetts Provisional standards and other state's QRIS standards.
- › Analyzed stakeholder feedback obtained from regional forums, interviews, surveys and discussions with national experts and analysis of quantitative survey data.
- › Developed proposed revised QRIS standards and accompanying measurements and documentation.

Following Table 1, these activities are described sequentially; however, the Study Team engaged in these activities concurrently.

Table 1. Study Activities, Description, and Sample

Study Activity	Description	<i>n</i>
Surveys	Total surveys from early education and care providers	796 ⁶
	center-school based surveys	293
	family child care provider surveys	124
	after school provider surveys	76
Presentations	EEC Policy and Fiscal Committee	1
	EEC Planning and Evaluation Committee	2
	Together for Quality, Wheelock College	1
	EEC Advisory Board	1
Stakeholder Telephone Interviews	Total interviews from early education and care providers ⁷	29
	center-school based	19
	family child care	7
	afterschool/out of school	12
Regional Forums and Stakeholder meetings	Regional forums	5 forums over 400 attendees
	Conference calls	2 calls over 75 participants
	In person meetings: Family child care systems meeting, EEC Lawrence QRIS Dialog Meeting, Wheelock College Planning and Evaluation Committee meetings, EEC	5
Literature Review and National Expert Interviews	Peer-reviewed research articles and reports	276 research articles, books, chapters, and reports representing over 500 studies
	National expert interviews	6
EEC QRIS Program Manager Database Review	Total grantee applications	933
	center-school based	240
	family child care	545
	afterschool/out of school	148

⁶ Sum of provider surveys does not equal total survey response rate as some respondents were ‘other’ indicating they represented multiple types of providers or other EEC stakeholders.

⁷ The total number of interviews that were conducted include 29 individuals, however these individuals represent multiple providers and provider types. Many individuals commented on more than one set of standards.

Development of Cross Walk Showing Alignment

In order to determine the degree of alignment of the licensing regulations³, environment ratings, national accreditation standards, Head Start performance monitoring standards, and other measures with each QRIS standard; the EDC Study Team developed a cross walk comparing each QRIS standard (across each QRIS Level and provider type) with the Massachusetts Department of Early Education and Care’s licensing regulations and various existing standards and measures (see Table 3).

Table 2. Standards and Measures Included in Crosswalk

Massachusetts Department of Early Education and Care Licensing Regulations ³
Environment Rating Scales including:
› Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R) ⁶
› Early Childhood Environment Rating Scale Revised Edition (ECERS-R) ⁷
› Family Child Care Environment Rating Scale Revised Edition (FCCERS-R) ⁸
› School-Age Care Environment Rating Scale (SACERS) ⁹
Arnett Caregiver Interaction Scale (CIS) ¹⁰
Classroom Assessment Scoring System (CLASS) ¹¹
Program Administration Scale (PAS) ¹²
Business Administration Scale (BAS) ¹³
Assessing After-School Program Practices Tool (APT) ¹⁴
Head Start Program Performance Monitoring Standards ¹⁵
National Association for the Education of Young Children (NAEYC) ¹⁶
National Association of Family Child Care (NAFCC) ¹⁷
Council on Accreditation Standards for After School Programs (COA) ¹⁸⁻²⁰
Division of Early Childhood (DEC)/ Office of Special Education Programs ²¹

The Study Team developed a comprehensive database that lists each of the Provisional QRIS standards and then lists the exact item in each of the above measures that aligns directly or indirectly with the measure. If no item is included for a given measure, the database notes this. A coding schema was developed to assess direct alignment, indirect alignment and no alignment. The Study Team began by assessing alignment between the Provisional Standards and the Environment Rating Scales (ERS) with the aim of refining the language in the standards so that it was more consistent with the ERS. Specifically, the Study Team compared the following Environment Rating Scales (ERS): center and school-based standards were compared to ECERS-

R, and ITERS-R; the family child care standards with the FCCERS-R; and the after school and out of school time standards with the SACCERS and the APT.

The ERS are observational measures with strong psychometric properties. In other words, the tools accurately measure program quality reliably or in a consistent manner. The APT is a tool developed by the National Institutes for Out of School Time at Wellesley for use by after school programs. This tool is widely used to assess program quality of afterschool programs in Massachusetts.⁸

The study team also compared the Provisional Standards with the Arnett Caregiver Interaction Scale, the Classroom Assessment Scoring System (CLASS), the Program Administration Scale (PAS), and the Business Administration Scale (BAS). Like the ERS, these tools have been found to be reliable and valid measures.

The Study Team also assessed the degree of alignment between the Provisional Standards and accreditation and Head Start performance monitoring standards. Moreover, after the standards were revised, the study team compared each revised standard with accreditation and Head Start performance monitoring standards so QRIS participants could easily see how accreditation and Head Start standards addressed the QRIS standards.

Review of Other States' QRIS

The Study Team created a database listing each of the Massachusetts QRIS provisional standards that were used for the Pilot along with comparable standards used in 20 other states' QRIS. The study team searched the National Child Care Information Clearinghouse website to find existing states' quality standards and measures. At the time of the search, many states were in the process of developing new QRIS and a number of states had launched systems but did not have the detailed standards and measures publicly posted. A total of 20 states had fully operational QRIS with standards and measures publicly posted and all of these states standards were included in the database.

Information in this database illustrated the degree of alignment and divergence between the Massachusetts QRIS provisional standards and the level and type of evidence required by other states. The 20 states in the QRIS database are: Arkansas, Delaware, District of Columbia, Idaho, Indiana, Illinois, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Hampshire, New Mexico, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, and Vermont.

The Study Team analyzed information in the state database to determine the degree of alignment between the provisional standards and other states' standards. The purpose of the comparative analysis was to identify trends and lessons learned. The Study Team recommended changes based on the analysis of other state's QRIS standards primarily when Massachusetts stakeholders

⁸ NOIST is currently engaged in a study to assess the validity and reliability of the tool and NOIST plans to publish the results in the future.

had provided feedback that standards should be modified. When standards were included by many states but were not included in the Massachusetts QRIS, the study team also compared those states' licensing regulations with Massachusetts' regulations. The purpose of analyzing the degree of alignment was to determine if Provisional standards reflected best practice as articulated by other states.

Literature Review

The EDC Study Team conducted an extensive review of the existing research literature to gather evidence linking each standard to existing peer reviewed research and to provide recommendations regarding evidence-based standards. The Study Team examined literature published in peer-review journals, reviewed existing databases and websites and reached out to child care research organizations across the country to seek out manuscripts in press. The search criteria, the databases searched, and other resources are described below, along with examples of the type of research in our review of the literature.

The Study Team considered four primary factors in conducting the literature review:

1. Date of the publication: The Study Team included the most current information except in the case of older nationally known seminal resources.
2. Source and funder of the report/study/brief/article: The Study Team gave priority to studies funded by the federal government that have strict peer review criteria for publication. For example, the Office of Planning Research and Evaluation (OPRE) and the Institute of Education Sciences (IES) are vetted sources known for strict attention to research protocols.
3. Methodology: We developed criteria to rate the research methodology as one measure of the evidence related to each standard. We included random control trial (RCT) studies, quasi-experimental studies, survey research including self-assessments, and literature reviews, policy briefs, etc.
4. Existing knowledge base: We include resources that were both peer-reviewed but in instances in which the research base is slim or non-existent we sought out resources through interviews with content specialists, organization websites, etc.

For each QRIS standard, the Study Team searched the existing literature using the key words associated with the standard and used *expanded* as well as *narrowed* search criteria. Using Boolean search logic we searched for studies specific to child care and also expanded our searches to find evidence from the early education literature.

The Study Team developed a rating scale to note the quality and comprehensiveness of evidence related to that standard. For example, a QRIS Standard for Nutrition and Food Service requires that "Meals and/or snack are planned to meet the child's nutritional requirements as

recommended by the Child Care Food Program of the United States Department of Agriculture” (Area 8. B7). Research shows strong experimental evidence that high-quality comprehensive service programs lead to improvements in child outcomes (e.g. Abecedarian Project, Perry Preschool Project)²²⁻²⁴ and correlational research shows an association between participation in U.S. Department of Agriculture Food and Nutrition Program and observed child care quality²⁵. Rather than simply noting that data exists on these standards, the Study Team included information on the nature of the data (e.g. experimental versus correlational). Table 3 below presents the criteria used to assess the existing research evidence.

Table 3. Literature Review Criteria

Methodology	Evidence	Status of Review
Experimental	Positive evidence	Early education and care evidence
Quasi-experimental	Mixed evidence	No evidence found
Qualitative study	Negative evidence	Evidence from other fields of study only
Case study		Evidence from non-ECE education only

The Study Team also reviewed a number of literature reviews and meta-analyses such as the U.S. Department of Health and Human Services, Administration on Children and Families literature review on family child care and review of new research findings.²⁶ These materials summarize findings from years of research in child care and after school and present findings on the strength of the evidence related to many of the QRIS criteria. Finally, the Study Team gathered input from stakeholders throughout the Commonwealth and from national experts to ensure key research was included in the review.

The Study Team established specific criteria for rating the alignment of the research with the QRIS standards and rating the evidence for each standard. The Study Team proposed to include standards that are directly aligned with research evidence as well as standards that have indirect alignment that are recommended by other states, EEC stakeholders, or are present in existing measures. For example, strong research evidence exists for nearly all aspects of the following center-based Level 3 curriculum standard:

Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across *all* developmental domains.

However, the research is specific to particular developmental domains rather than all developmental domains. In this case, the Study Team determined that the research evidence was sufficient to meet the standard since additional evidence is available to support the standard. (See below for description of additional evidence.)

Review of Documentation Submitted by Pilot Applicants

The Study Team reviewed a sample of QRIS Pilot applications and the attached documents in order to assess the relevance of the documents provided based upon the QRIS standards and levels. The EDC research team has reviewed all of the data in the QRIS Program Manager (QPM) database from providers that had self-assessed at levels 1, 2, 3, and 4, during the pilot.

Analysis of Stakeholder and Expert Feedback

The Study Team gathered feedback through in-person regional forums and meetings, conference calls, presentations, web-based surveys, interviews, and document reviews. The Study Team obtained early input and feedback from stakeholders throughout the Commonwealth through regional forums. Table 4 lists the dates and locations of these forums, in which over 400 stakeholders participated.

Table 4. Regional Forum Dates and Locations

October 13 th (6:30pm-8:00pm) Western Region Holyoke Community College People's Bank Room 303 Homestead Avenue Holyoke, MA 01040
October 20 th (6:30pm-8:00pm) Northeast Region EEC Regional Office 360 Merrimack Street Building 9, 3 rd floor Lawrence, MA 01843
October 27 th (6:30pm-8:00pm) Metro Boston Region 51 Sleeper Street, 4 th floor Boston, MA 02210
November 1 st (6:30pm-8:00pm) Central Region 10 Austin Street Worcester, MA 01609
November 3 rd (6:30pm-8:00pm) Southeast Region 1 Washington Street, Suite 20 Taunton, MA 02780

The Study Team also presented to the EEC Policy and Fiscal Committee, Planning and Evaluation Committee, and Advisory Board.

After analyzing the data and making preliminary recommendations for the proposed revised standards, the Study Team conducted 29 interviews with stakeholders and collected 796 web-

based surveys. Moreover, the Team gathered feedback during a meeting of family child care system directors and a meeting of ECE stakeholders from throughout the Commonwealth at a stakeholder forum held at Wheelock College in late November.

Finally, the Study Team conducted telephone interviews with national experts and reviewed existing reports on the development and refinement of QRIS.¹ A summary of the key themes that emerged from the data collection and analysis are presented on page 35.

PRELIMINARY STUDY FINDINGS

The Study Team analyzed data in the QRIS databases to inform the development of proposed revised standards. The Study Team engaged in an iterative process of analyzing state data, measures data, information from the literature review database, the QRIS Project Manager database, and documents provided by QRIS Pilot participants to inform the development of the revised standards.

The analysis of data was concurrent for the most part. The Study Team began the process by streamlining the standards that were duplicative with the existing Massachusetts Licensing Regulations. Next, the Study Team examined the strength of the evidence-base associated with each standard and the types of documents produced by Pilot participants to inform the recommendations for the proposed revised standards. Below we present a brief summary of the analysis of each of these data sources.

The study team found research-based evidence for 40 center and school based standards, 23 family child care standards, and 31 after school and out of school time standards. In addition, the team found that many of the provisional standards could be assessed using existing reliable measures such as the environment rating scales but that small changes in the language of the standard would be needed for direct alignment. Moreover, the study team found that 9 center and school-based, 8 family child care, and 7 after school and out of school time standards were included in other states' QRIS.

Provisional Standards and Massachusetts EEC Licensing Regulations

The Study Team compared the Provisional Standards with the Massachusetts Licensing regulations and found that many of the Provisional Standards were covered by licensing regulations. The Massachusetts licensing regulations apply to approximately 12,000 programs across the state that serve approximately 275,000 children. The Study Team found a total of 214 of the Provisional standards were aligned with licensing regulations. (See Table 5 below.) In some instances, stakeholders reported that it would be important to keep the standards in the QRIS because of the frequency of reporting and the importance of the standard for quality. Ultimately, a total of 89 Provisional standards were eliminated: 30 center and school based, 31 family child care, and 28 after school standards.

Table 5. Number of Provisional Standards Covered by Massachusetts Licensing Regulations

Provisional Standard	Number of Standards Directly Aligned with Massachusetts Licensing Regulations
Curriculum And Learning	38
Assessment	6
Curriculum	9
Serving Children With Disabilities	6
Serving Children With Diverse Languages And Cultures	9
Teacher Child Relationships And Interactions	8
Environment	21
Health And Safety	7
Indoor	10
Outdoor	4
Family Involvement	7
Family Involvement	7
Workforce Qualifications	31
Consultants Qualifications And Professional Development	0
Director Qualifications And Professional Development	14
Lead Teacher/Site Coordinator Qualifications And Professional Development	9
Teacher/Group Leader Qualifications And Professional Development	6
Teaching Assistants/FCC Assistants/Teacher Aides/Assistant Group Leaders Qualifications And Professional Development	2
Administration	10
Administration Management And Leadership	5
Community Involvement	2
Evaluation	1
Supervision	2

Provisional Standards and Reliable Measures

The Study Team analyzed the alignment between the reliable observation measures that provide consistent, reliable data—presented in Table 3 in the methodology section—and the QRIS provisional standards to inform the recommendations regarding streamlining the standards and the criteria for future documentation to be submitted by QRIS applicants.

Many Provisional Standards Aligned with Reliable Measures

The Study Team found that many reliable observation measures were directly aligned with psychometrically reliable observational measures, some were indirectly aligned and some were not at all aligned. Table 6 below illustrates the alignment of a Center/School Based QRIS Level 2 standard with two of the Environment Rating Scales—both the ITERS-R and ECERS-R. In this example, it is clear that the item on the ITERS is directly aligned with the QRIS standard. The ECERS item addresses interactions among professionals but does not focus specifically on annual consultations with health consultants.

Table 6. Crosswalk of Environment Rating Scales against QRIS Standards

QRIS Provisional Standard: Materials Checklist	ITERS-R Direct Alignment	ECERS-R Indirect Alignment
<p>2C. Environment: Health and Safety Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program</p>	<p>12. Health policy [Excellent] Arrangements made for a medical consultant, such as a local doctor or nurse practitioner, to handle health questions.</p>	<p>37. Provisions for children with disabilities [Good] Staff follow through with activities and interactions recommended by other professionals (Ex. medical doctors, educators) to help children meet identified goals.</p>

The Study Team found that many of the leadership and administration standards were directly aligned with the BAS and PAS and that in some instances slight modifications to the language in the Provisional standard would lead to direct alignment. The Study Team also found that many of the curriculum standards, especially around educator interactions with children were directly aligned with items in the CIS and CLASS.

The Study Team also examined alignment between existing standards, accreditation criteria, and Head Start Performance Standards. The Study Team found that some items aligned directly. Table 7 below illustrates alignment of a center-based standard with Early Childhood Program Standards, NAEYC and Head Start Performance standards.

Table 7. Crosswalk of Early Childhood Program Standards, Head Start Performance and NAEYC Accreditation standards against QRIS Standards

QRIS Provisional Standard	Early Childhood Program Standards^{27j}	NAEYC¹⁶	Head Start Performance Standards¹⁵
<p>2C. Environment: Health and Safety Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program.</p>	<p>Area 7. A2 - The consultant assists in the development of the program’s health care policy, approves the policy initially and upon renewal of license or at least every other year, and approves any changes in the policy.</p>	<p>5.A.02 - The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs.</p>	<p>Subpart B §1304.20 (a)(ii) Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventative and primary health care which includes medical, dental and mental health.</p>

The Study Team found that other standards were not directly aligned but accredited and Head Start programs would likely be at an advantage in meeting the standard. For example, center-based Level 3 programs would need to verify that teaching staff are trained in the curriculum, in working with diverse children, and in the Massachusetts curriculum standards. Because of the emphasis on professional development and diversity, teachers at both NAEYC and Head Start programs would likely meet this standard and would be at an advantage. Moreover, NAEYC and Head Start programs would likely meet the Environment standards as there is alignment between the QRIS standards and the accreditation and Head Start standards. At the same time, alignment is not 100%. For example, NAEYC and Head Start do not require training in state curriculum standards, and therefore, additional verification would be needed to meet the standard.

Some Provisional Standards Did Not Reflect Scaffolding

The Study Team analyzed the provisional standards and quality scores that programs would achieve using reliable observational measures. The Study Team found some instances in which provisional standards required a higher score for a Level 2 standard than a Level 3 standard. One important purpose of a QRIS is to articulate increasing levels of quality but some provisional. To ensure the revised standards reflected EEC’s philosophy of scaffolding in which each additional level builds on the quality articulated in the previous level, the Study Team noted instances in which such scaffolding was not reflected and recommended changes to these standards. (See Appendix D table 1 for an example.)

Comparison with Other States

The Study Team reviewed 20 existing state’s QRIS. The 20 states QRIS that were reviewed ranged from systems that have been in place for more than a decade to newly implemented

^j In addition these were reviewed for degree of alignment.

systems. For example, Oklahoma's QRIS was established in 1998 and the District of Columbia's began in 2000.²⁸ By contrast Mississippi and Rhode Island launched their QRIS in 2009 and Idaho implemented their statewide QRIS in 2010.²⁹ In some states, such as Pennsylvania³⁰ thousands of providers participate in the QRIS whereas other states are just beginning implementation.

Massachusetts had substantially more standards in the Pilot QRIS than any other state. For example, like Massachusetts. Pennsylvania tailors standards for center, family child care and after school providers. And, Pennsylvania includes detailed standards for each type of program. Yet Massachusetts had approximately 30% more standards for the Pilot than Pennsylvania has in their QRIS. Other states, such as Iowa have few standards but include the measure in the standard.

The Study Team then compared the Massachusetts provisional standards to those in the database to ascertain the degree of alignment. The Study Team found the following:

- › **Licensing.** In 14 of the 20 states, Level 1 programs are required to meet state licensing regulations. As noted in the introduction, QRIS standards articulate quality that is above the quality that exists in state licensing regulations. The Study Team discovered that some quality standards found in other states QRIS did not appear to be articulated in the Massachusetts QRIS standards. In such instances the Study Team compared Massachusetts' licensing regulations to other states' licensing regulations for different program types (center and school based, family child care, and after school). This comparison resulted in the finding that Massachusetts' licensing regulations already included most of these quality standards and thus these standards would automatically be included in Massachusetts QRIS Level 1. For example, many states include health and safety and child/teacher ratios that are included in the Massachusetts licensing regulations.

The Study Team found that Massachusetts licensing regulations are substantially more rigorous than most states. For example, comparing Massachusetts licensing with other states, the Study Team found that Massachusetts requirements regarding child/teacher ratios, group size, and particular activities are more rigorous than other states' regulations. For ratios related to preschool-age children, Massachusetts licensing regulations meet accreditation standards and Head Start program performance standards. In addition, Massachusetts center-based licensing regulations have a very high quality ratio for infants: "no more than 3 children under 12 months with one educator." By contrast, many states have a ratio of 1:4 or 1:5 for children who are under 12 months. Of the states that list ratios, none of the ratios in the states' QRIS meet the Massachusetts licensing regulations. Thus, ratio is not articulated in the QRIS standards as it is already included in MA QRIS Level 1 standards.

Moreover, Massachusetts licensing regulations require that early education and care providers engage in specific activities. For example, Massachusetts licensing regulations require providers to engage in activities that address creative expression but only 4 of the 20 states we reviewed have these requirements in their licensing regulations. Finally, Massachusetts licensing regulations cover issues related to cultural diversity but only 2 of the states the Study Team examined include this in their licensing regulations. In addition, Massachusetts is the only one out of the 20 QRIS states we examined that also includes social-emotional development in licensing regulations.³¹

- › **Curriculum and Learning.** A total of 8 states have a QRIS standard requiring a curriculum and/or activities that are aligned with the state's early learning standards. However, the majority of other states require a structured curriculum at higher quality levels. For example, a comprehensive curriculum is required in Delaware to meet Level 4, in Indiana, Pennsylvania and Rhode Island to meet Level 3, Level 5 in Louisiana and Mississippi, but Level 2 in Maine and Ohio.
- › **Environment.** A total of 13 of the 20 states' QRIS have an "environment" category (Oklahoma, Delaware, Pennsylvania, New Hampshire, Illinois, Rhode Island, Iowa, Arkansas, District of Columbia, Maine, Maryland, Mississippi, and New Mexico.) The other seven states have standards related to environment but do not have an entire category dedicated to environment.
- › **Workforce Qualifications and Professional Development.** All of the 20 states' QRIS include a workforce qualification and professional development category. An analysis of the standards in other states' QRIS revealed that Massachusetts had more rigorous standards, by far, than other states. Massachusetts was the only state that required 100% of teachers to meet all of the workforce development qualifications. Moreover, many states' highest levels were comparable to Massachusetts Level 2. For example, Level 2 standards for teachers in centers in Massachusetts required either a Child Development Associate (CDA) credential or a minimum of 12 college credits in early childhood or the equivalent. This standard (for even a portion of teachers) exceeds higher standards in the following states' QRIS: Louisiana, Mississippi, New Hampshire, Ohio, and Vermont.
- › **Family Involvement.** The Study Team found that 13 states list family involvement in their QRIS: Louisiana, Delaware, Tennessee, Vermont, Pennsylvania, New Hampshire, Rhode Island, Iowa, District of Columbia, Maine, Maryland, Mississippi, New Mexico. Two other states—Arkansas and Indiana and implicitly include parent and community involvement in other standards. The only parental/community involvement QRIS standards that appear more rigorous than Massachusetts is the District of Columbia's that requires parents to volunteer a minimum of 3 times during the year and requires a minimum of 6 parent trainings throughout the year to reach the highest level.

- › **Leadership, Management, and Administration.** A total of 14 of the 20 states have an administration category with 4 additional states articulating some aspect of administration without an explicit administration category. The 14 states are: Arkansas, Delaware, Illinois, Iowa, Kentucky, Louisiana, Maine, Mississippi, New Hampshire, New Mexico, Ohio, Pennsylvania, Rhode Island, and Vermont. For the most part, Massachusetts’s standards are more specific regarding the type and frequency of supervision and feedback. For example, Pennsylvania requires an annual staff appraisal, whereas Massachusetts requires that staff are given feedback at least twice a month.

QRIS Documentation Review

The Study Team reviewed sample documents along with the crosswalk data to generate recommendations regarding types of documentation that should be required for each standard moving forward. The Study Team found that the documentation provided by Pilot participants fits into the following three categories: a) documentation meets criteria, more specifically, documentation is available through standards, or measures such as the licensing regulations and observation tools and/or is evidence based according to the research, b) documentation is not aligned with the standards, is incomplete, or not based on research and c) documentation could be sufficient but additional information is needed.

Table 6. Example of Documentation Review

Example Provisional Standard Level 2: Demonstrates safe indoor and outdoor environments.	Documentation Meets Criteria	Documentation is not aligned, incomplete or not based on research	Could be sufficient but additional information needed
Example Documentation	ERS self assessment with no single item below 3	Copies of pages from a catalogue showing new play ground equipment.	Pilot participant reported that the program completed an ERS self assessment but did not include self-assessment scores

The Study Team also found the amount of documentation varied widely, ranging from a submission of one or two pages—such as a license certificate or NAEYC certificate—to more than a thousand pages of documentation. An analysis of the documentation revealed a lack of consistency in the level and type of documentation across provider types and QRIS levels. Providers applying for higher levels were no more likely to provide detailed documentation than providers applying for Level 1. For example, some providers at Level 1 provided only a NAEYC certification or License certification as their documentation, but many Level 1 applicants submitted as much documentation as Level 3 providers. One Level 1 applicant submitted the entire Materials Checklist in the *Early Childhood Program Standards for 3 and 4 year olds*²⁷, which is only required for those applying for Level 2. Moreover, one Level 2 applicant sent actual copies of sections from *The Creative Curriculum for Infants, Toddlers & Twos* to validate that its physical environment, shown through pictures provided, closely follows the curriculum.

The degree of specificity of documentation also varied. For example, some providers included copies of actual detailed and completed classroom observations or evaluation forms, while others only included blank copies of these forms. To document family involvement, some providers sent hundreds of pages of multiple documents while others only included attendance sheets for parent workshops or a single parent involvement flyer.

Furthermore, although some providers inserted sample handouts used in their professional development workshops, others only provided an attendance sheet with a list of teachers who attended the workshop. Lastly, some providers submitted various translated versions of questionnaires and brochures while others only provided materials that were in English.

Finally, the Study Team analyzed the Pilot participants' documentation to validate the self-assessed levels against objective documentation measures. The Team found that all of the participants in the QRIS Pilot would need to provide additional documentation to demonstrate quality above Level 1. While 120 programs self-assessed at Levels 2 and 3, the documentation presented did not present objective evidence of meeting the particular standards.

Review of the Literature

The Study Team analyzed the literature and summarized the evidence related to each category in the provisional standards for each program type. The Study Team found research evidence for 40 center and school-based standards, 22 family child care standards and 31 after school and out of school time standards. The research evidence included strong evidence based on experimental studies and correlational evidence that was found across multiple studies. In some instances, the evidence supported part, but not all aspects of the standard, and in other instances the evidence was strong but the context differed. For example, evidence exists on the importance of supervision for quality teaching practice but did not find research evidence the frequency of supervision as articulated in the standard.

Below the key themes that emerged from the literature for each provisional standard category are presented. For detail on the key research reports and articles that were reviewed and for a listing of each revised standard that has research evidence, see Appendix E.

- › **Category 1: Curriculum and Learning.** Existing research evidence on curriculum and learning reveals that scientifically, developmentally appropriate curriculum is linked with improved child outcomes. Moreover, positive teacher-child interactions are a critically important predictor of children's cognitive and social-emotional developmental gains. Research and policy positions point to the importance of enriched curriculum that is aligned with state's early learning guidelines and that incorporates the use of formative assessment data to tailor instruction to children's individual needs. Evidence regarding the quality supervision suggests a relationship between the quality of supervision and teacher quality.³²

- › **Category 2: Environment.** Research on safe and healthy indoor and outdoor environments demonstrates that quality programs must provide indoor and outdoor environments that promote children’s development. Environment rating tools developed by researchers at Frank Porter Graham Child Development Center have been shown to be valid and reliable measures of safe, healthy, indoor and outdoor environments, and numerous studies have shown a strong relationship between scores on these environment measures and program outcomes.⁶⁻⁹ Moreover, research on health care consultation reveals that regular consultation from outside experts can be an important method of ensuring quality environments.
- › **Category 3: Workforce Qualifications and Professional Development.** Research on workforce qualifications and professional development reveals that higher levels of educational attainment are linked with improved quality but specialization is important for desired child outcomes. New experimental studies demonstrate that the quality of the professional development is important to achieve desired quality outcomes. As such, it is important to note that teacher quality is complex. Details are presented in Appendix E.³³⁻
³⁶ In addition, professional development within specific content areas has been shown to be beneficial when combined with mentoring/ coaching.
- › **Category 4: Family Involvement.** A number of correlational studies have demonstrated that family and community engagement activities are highly related to improved classroom quality and improved child outcomes. While limited experimental research data exists, numerous studies have shown a link between family engagement, community collaboration and quality of early education and care programs.³⁷⁻⁴²
- › **Category 5: Leadership, Management, and Administration.** Research reveals that specific aspects of program leadership, management and administration are correlated with quality environments and child outcomes.⁴³

PROPOSED REVISED STANDARDS AND STAKEHOLDER INSIGHTS

The Study Team proposed revised standards that were based on an analysis of the alignment with ERS, the evidence as reflected in the research, and that were used in other state QRIS's. The EEC Board advised the Study Team to further revise the standards to incorporate evidence collected from stakeholders at the Regional Forums regarding their perspectives on best practice. These standards were reviewed by EEC, were further refined and then posted to the EEC website. Stakeholders throughout the Commonwealth were then asked to complete web-based surveys to provide their perspective of the proposed revised standards. An analysis of data collected through the web-based surveys, telephone interviews, and regional forums revealed that:

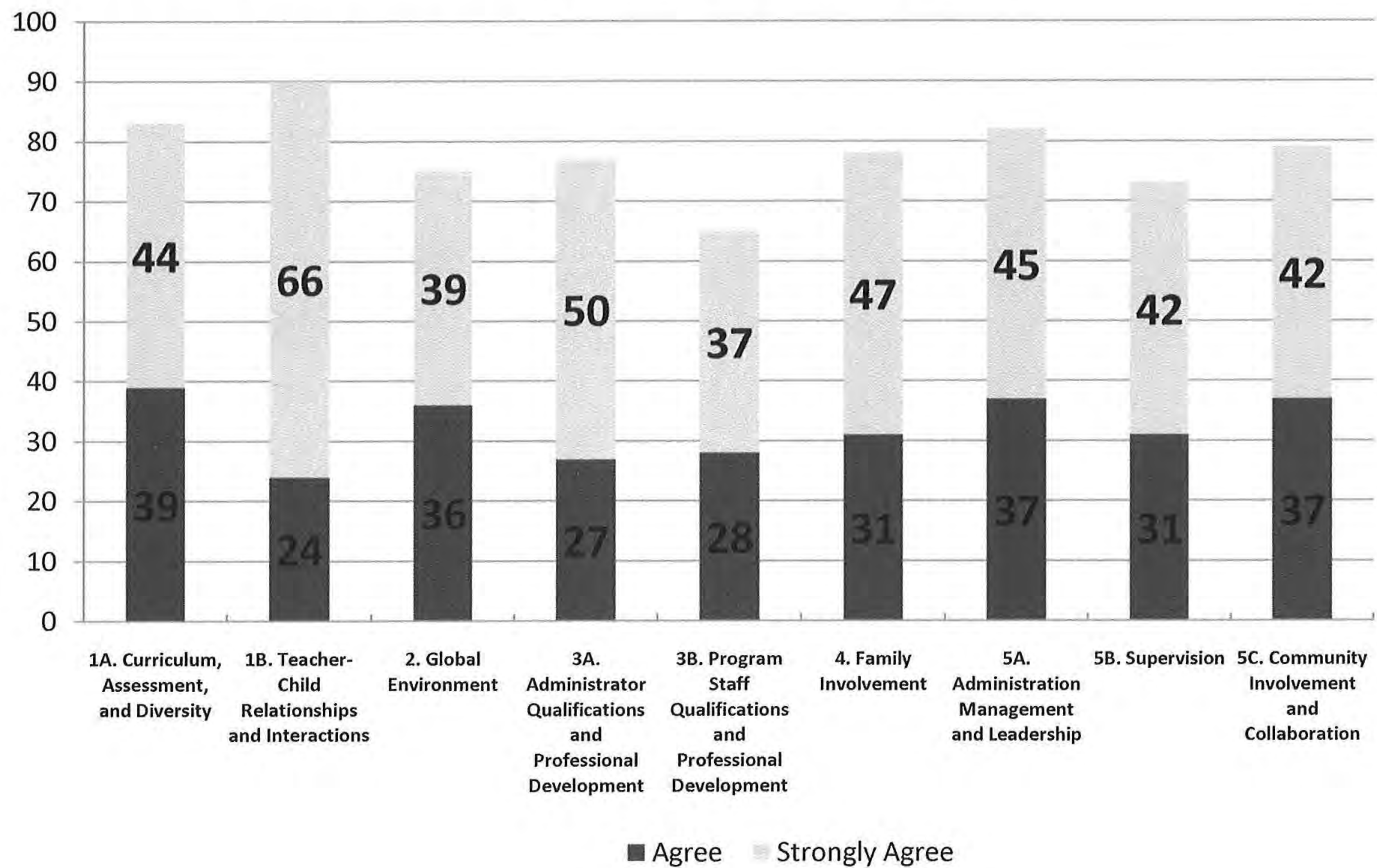
- › The vast majority of survey respondents agree that the proposed revised standards reflected quality in early education and care.
- › Some providers reported that they might face challenges when meeting the proposed revised QRIS standards. These respondents were less likely to agree that the proposed revised standards reflected quality.
- › Some suggestions for modifying the language within certain standards were made
- › Some stakeholders proposed keeping standards that had been included in the provisional standards and were not included in the revised provisional standards.

Details on stakeholder perspectives and how their insights were used to revise the final standards are presented below.

Vast Majority Reported Revised Standards Reflect Quality but Some Anticipated Challenges in Meeting Some Standards

Analysis of survey data revealed that the vast majority of providers representing each group perceive that the proposed revised standards reflect quality. Analyses revealed that for most of the standards, nearly three quarters of respondents reported that the revised standard reflected quality. See graphics 2-4 below.

Graphic 2. Center and School Based Provider Perspective on Quality^k



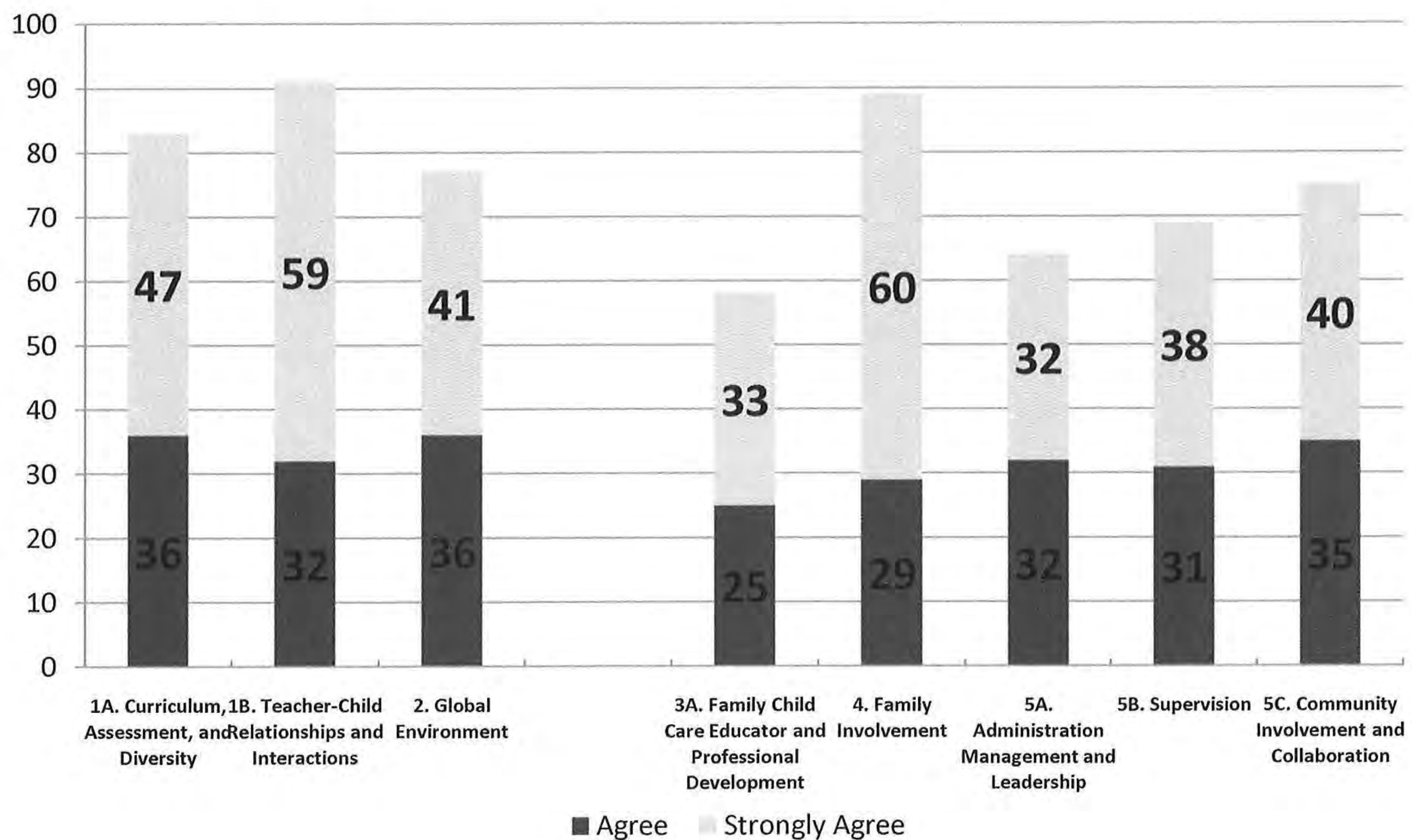
Center and school-based providers reported high levels of agreement that the standards reflect quality. Example comments are presented below.

“I really appreciate the investigation that was done regarding the NAEYC accreditation and licensing regulations. There is less hodge-podge in this edition though most programs outside of head start are not familiar with some of the scales such as Arnett and CLASS.”

“Glad to see ITERS and ECERS being brought back.”

^k Based on stakeholder feedback from this survey the category of Family Involvement was changed to Family & Community Engagement.

Graphic 3. Family Child Care Provider Perspective on Quality



Like center-based providers, family child care educators generally agreed that the new standards reflect quality. For example,

I am glad to see this finally taking place. It has been too easy to operate a family child care program in this state with not much attention being given to curriculum, a TV does not count. I agree with these guidelines.

Seems to align with...EEC Regulations and Mass Frameworks...as well as NAEYC standards. Makes it less overwhelming to manage.

I feel that standards are a great leap forward for child care programs, because they define professionalism.

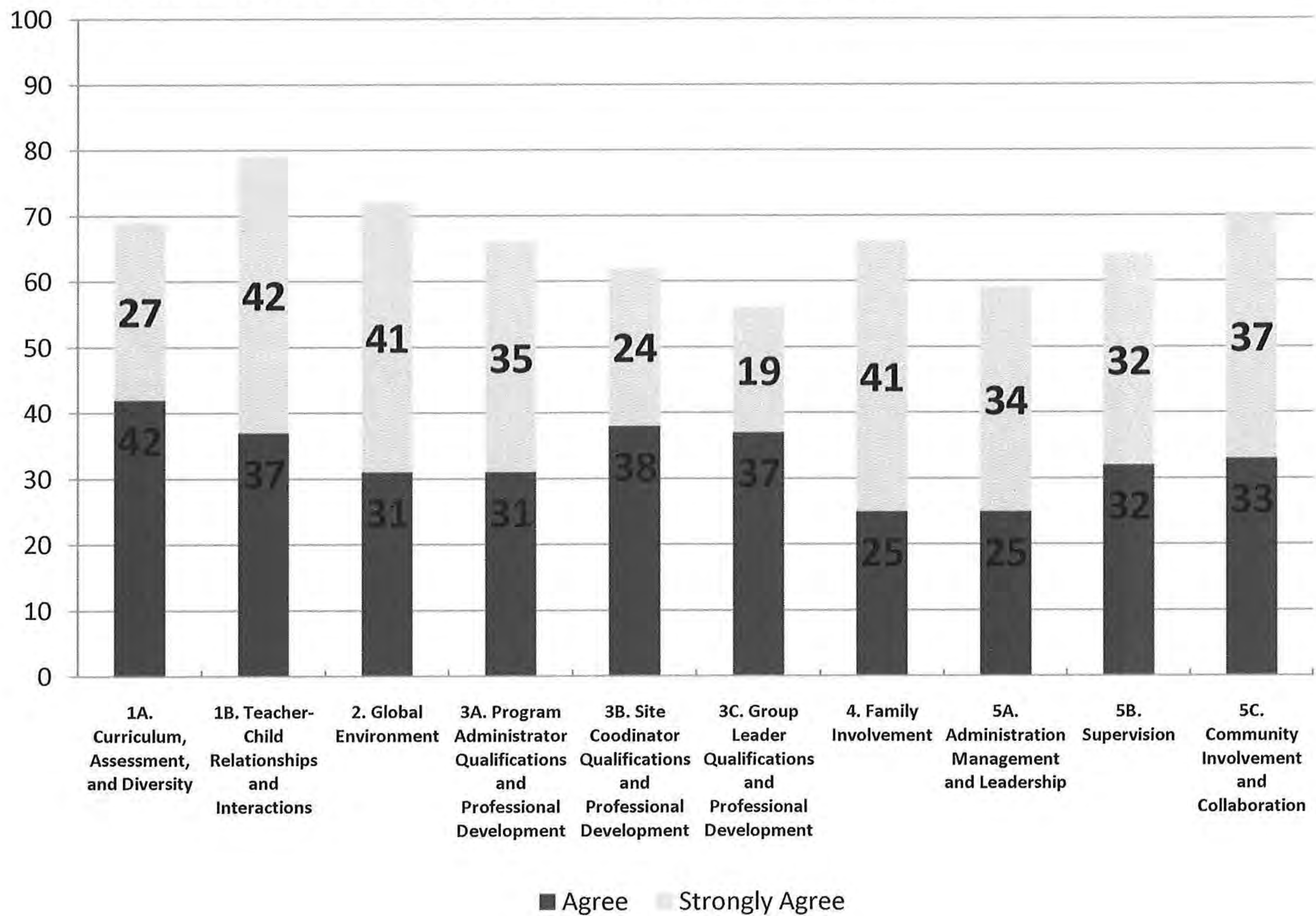
Over 90% of family child care educators reported that the Curriculum standard regarding teacher interaction reflects quality and nearly 90% of respondents agreed that the family involvement standards reflect quality. Example comments follow:

[The Interaction Standard is an. . .] excellent standard. It is very important for teachers to act as resources for parents and guardians of children. It's important for them to have a professional trusting relationship with parents, and act as a reliable source for parents to go to them with any questions or concerns regarding their child's physical, mental, or

cognitive development. Also, for vice-versa- for teachers to be able to approach parents regarding concerns about the child's development. This is very important upon the determination of early intervention, counseling, speech therapy, or any child-related prevention/treatment services.

[Regarding the family involvement standard] I believe most educators would reach level 3 easily. That's what we do!

Graphic 4. After School Provider Perspective on Quality



Like the other provider types, the majority of after-school providers reported that the revised standards reflect quality. Example quotes follow.

Much simpler and more relevant to the field!!

This [the proposed revised collaboration standard] would be wonderful.

Across provider types, the respondents that reported the standards did not reflect high quality were also more likely to report that the standard would be difficult to achieve. Especially in the areas of workforce qualifications, collaboration and administration, respondents voiced concerns

about the resources required to achieve the standard. Example comments regarding workforce qualifications follow.

I have two concerns [regarding the work force qualification standard]. I feel that Level two is going to cause monetary hardships for Family Childcare Educators and I also feel that home daycare providers are under strict time constraints. Many are conducting business from very early in the morning till late in the evening, which will make it difficult for them to attend class and do homework. (Family child care educator)

In order for this to be an achievable measure the State should put forth funding so the educators in the [after school and out of school time] field can obtain higher education goals. Also if it becomes a measure of quality, then comparable pay should also accompany the requirements. (Out of school time administrator)

“I would love to be working towards my Bachelor's Degree but can't afford it. Why should my program have a lower rating because of that? Will there be more money/ grants for administrators to work toward this goal?” (Center administrator)

Some respondents expressed concern about resources needed to meet the standards regarding collaboration with other service providers.

“Many programs do not have the money for outside consultants with expertise to come into their programs and money for comprehensive services is not very available to them.” (Center based provider)

I feel that someone would need to have the time and energy to obtain all of these levels. Again, more money because you may have to hire someone to obtain levels 3 and 4. (OST Provider)

Stakeholders Suggested Some Changes

Through outreach to stakeholders a number of suggested changes to the standards were proposed. Examples of suggestions that reflect practitioner perspectives on best practice that were incorporated into the final standards that EEC acted upon follow:

- › **Safe, Healthy Indoor and Outdoor Environments** standards should include revised language emphasizing the importance of healthy, safe, and nurturing environments.
- › **Sinks** for hand washing should be reincorporated to address recommended health practices associated with reducing poor health outcomes.
- › **Workforce and Professional Development** should be revised to focus on overall program level quality vs. individuals' professional development.
- › **Family & Community Engagement Standards** should be updated to include community involvement standards and clarify the roles of Educators in making

comprehensive services. New language should be added recognizing community collaboration as a pathway to quality.

- › **Leadership, Management, and Administration** standards should address program staff retention and paid staff planning time.
- › **Fiscal audit** criteria should be revised to include roles other than CPA's qualified to conduct a 3rd party fiscal review.
- › **Supervision** Standards have been enhanced to better incorporate the importance of reflective supervision, and the role of peers, mentors, and coaches.
- › **After School/ Out of School Time** Standards have been revised to reflect the diversity found in programs (programs purpose, and unique workforce qualities).
- › **Center/ School Based** are designed so that 100% of classrooms will have at least one Educator with a B.A. in related field by level 4
- › **Family Child Care** Standards criteria for site visits by B.A. level staff have been adjusted from weekly visits to two visits per month.

EEC then directed the EDC Study Team to incorporate suggestions from stakeholder input into a final set of standards. EEC leaders and sub-committee members carefully reviewed the standards and suggested changes to the final set of standards that were presented to the EEC Board in December 2010.

DESCRIPTION OF FINAL REVISED QRIS STANDARDS

The final revised QRIS standards were unanimously approved by the EEC Board in December 2010. These standards reflect the following decisions made by EEC:

- › Standards that are required by the Massachusetts licensing regulations were eliminated. As noted in Table 7, 214 provisional standards were aligned with existing Massachusetts licensing regulations.
- › When documentation requirements were the same across standards, some standards were collapsed into new categories (See Appendix D, Table 1 for an examples)
- › Standards were eliminated that lacked:
 - A strong research base
 - Alignment with research based observational tool
 - Objective basis for documentation
 - Inclusion in other state's QRIS
 - Articulation by stakeholders that the standard reflects best practice
- › Some standards were moved or reordered to reflect increasing levels of quality.
- › Documentation requirements were changed to ensure each is aligned with the standards and are doable

The documentation requirements approved by EEC reflect the Study Team's recommendations that required documentation should be aligned with measures and should be feasible for providers. The documentation requirements require participating providers to use reliable observation measures to document many aspects of program quality. Moreover, EEC requires that the documentation be:

- › Timely—within 12 months from the date of submission
- › Specific to the standard
- › Easy to document and measure

As EEC desired at the onset of the study, the total number of revised standards is substantially lower than the number of provisional standards. Table 7 lists the number of provisional standards and number of final revised standards. The Provisional Standards included 149 center-based, 139 family child care, and 161 after school and out of school time standards. The final center and school based standards were reduced by nearly 50 percent from the provisional standards. The final family child care standards were reduced by nearly 60 percent and the after school and out of school time standards were reduced by approximately 65 percent.

Table 7. Comparison of Number of Provisional and Number of Revised Standards

	Center and School Based	Family Child Care	After School and Out-of-School
Provisional standards	149	139	161
Revised standards	79	57	57

Moreover, consistent with EEC’s goal, the revised standards reflect research evidence, are aligned with reliable observation measures, and are aligned with best practice. Table 8 below summarizes the number of revised standards that meet each of these criteria.

Table 8. Number of Proposed Revised QRIS Provisional Standards* by Source and Provider Type

Source	Center and School Based	Family Child Care	After School and Out-of-School
Research/Evidence-Based ®	40	22	31
Aligned with Measures ↔	25	19	34
In line with best practice ☺	22	15	13
Used in other state QRIS ☒	9	8	7
Articulated by stakeholders ☑	7	5	14

*Numbers do not include Level 1—license in good standing. Some revised standards were supported with evidence from multiple sources including research, existing measures and in line with best practice.

**The symbols used in this graphic were created by EEC.

CONCLUSION

Massachusetts successfully piloted a QRIS in the spring of 2010, supported the evaluation of the pilot and engaged in a rigorous study to revise the QRIS standards. As of January 2011, the Massachusetts QRIS was poised for full implementation.

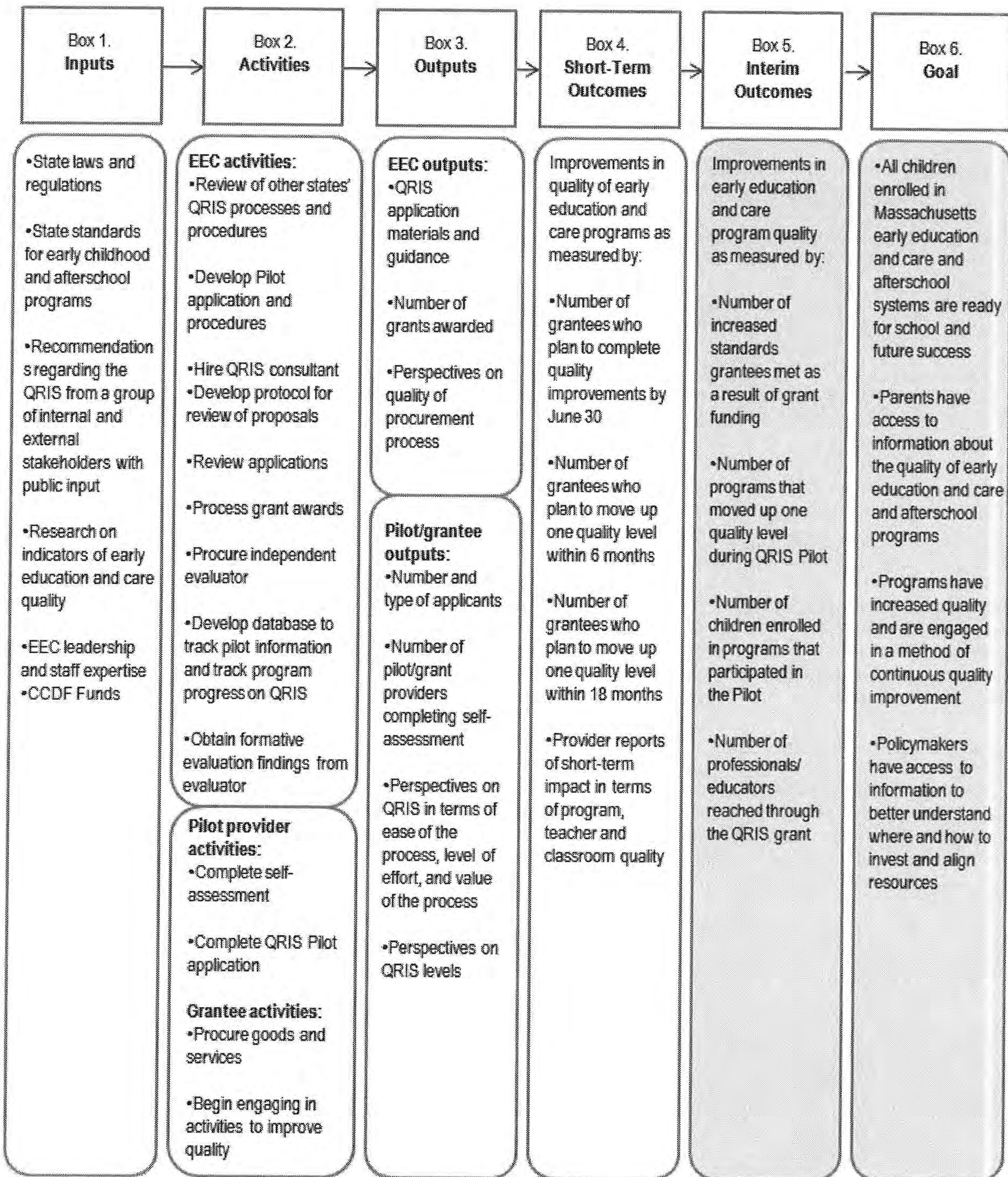
The EDC Study Team proposed a number of recommendations in moving forward with the full QRIS implementation. The recommendations are based on an analysis of data collected for this project and a review of other states' QRIS development processes. We specifically recommend that EEC:

- › **Contract with a research organization to develop evidence-based Level 5 standards.** EEC should ensure that the Level 5 development process is the same as the process for revising the professional standards. Specifically, the process should begin with the development of a detailed database that lists research evidence, measures, and other states' standards. The process should gather EEC stakeholder input through regional forums, conference calls, telephone interviews, and surveys. Preliminary recommendations regarding the standards and the documentation requirements should emerge from analysis of data collected through these various methods. To refine the standards and documentation requirements to reflect early education and care stakeholder insights, stakeholders should be surveyed to obtain specific comments on each proposed new standard.
- › **Support training, technical assistance and support to providers throughout the Commonwealth.** EEC has contracted with United Way of Massachusetts Bay, Community Advocates for Young Learners (CAYL) Institute and Wheelock College to promote full implementation of the QRIS. The Study Team recommends that EEC also support training on each of the proposed measures to ensure a cadre of reliable raters is available to validate ratings at levels 3 and above. Moreover, the study team notes that the NOIST staff at Wellesley have created an alignment of the APT with the after school measures and this information could be quite useful to after school and out of school time providers engaged in self-study to improve their program's quality.
- › **Examine alignment between QRIS standards and other EEC funded efforts such as UPK, training opportunities and grant programs.** To ensure EEC's activities are aligned with the new standards, the Study Team proposes that EEC either internally or externally (through a contract) review the requirements for existing grant-funded programs. The Study Team recommends that EEC document the alignment of various initiatives with the QRIS standards through a database that crosswalks the standards with requirements of existing grant-funded programs. EEC can use the database to demonstrate how the initiatives support enhanced quality.

- › **Plan for a QRIS evaluation and validation study that incorporates lessons from other states.** A number of states with mature QRIS have conducted implementation studies to examine the successful implementation of QRIS to identify emerging areas of success and challenges in either service delivery or assessment of quality.⁴⁴ In addition, a number of states have conducted validation studies that examine how well foundational elements of the system are working. The Study Team recommends that EEC contract with an independent evaluator to conduct an implementation and validation study of the full QRIS implementation that replicates promising methodologies used in other states.
- › **Disseminate the lessons learned through the development of the QRIS.** While the conceptualization and planning of the QRIS began in 2008, in 2010 EEC successfully completed an ambitious agenda of piloting the QRIS and revising the standards based on evidence and stakeholder input. As a result, the Massachusetts QRIS is now evidence-based and articulates standards of quality that surpass those articulated by the states that the study team reviewed. Early education and care providers, stakeholders, and leaders in the Commonwealth now have a system that articulates desired quality. As such, EEC has established an important roadmap to guide future policy and practice. EEC should share celebrate these accomplishments by sharing lessons learned through the national QRIS network, at annual meetings of child care administrators, and through the Child Care and Early Education Research Connections clearinghouse. Moreover, EEC should recognize all of the early education and care and out of school time providers in the Commonwealth who participated and contributed to the learning process.

APPENDIX H

Graphic 1. Massachusetts' QRIS Pilot Evaluation Logic Model



APPENDIX I

Appendix I

Given the extraordinary length of Massachusetts' three sets of Early Learning and Development Standards, we have provided links to them below:

Massachusetts Early Learning Guidelines for Infants and Toddlers (English and Spanish)

A comprehensive view of the critical importance of developmentally appropriate experiences to children from birth. Designed for educators and program administrators in planning and evaluating curricula for infants and toddlers.

http://www.eec.state.ma.us/docs1/curriculum/20110519_infant_toddler_early_learning_guidelines.pdf

http://www.eec.state.ma.us/docs1/curriculum/201106_infant_toddler_early_learning_guidelines_span.pdf

Guidelines for Preschool Learning Experiences

For teachers and program administrators planning and evaluating a curriculum. These Guidelines are based on the standards for PreK-K (or PreK-Grades 1-4) in the Massachusetts Curriculum Frameworks.

http://www.eec.state.ma.us/docs1/curriculum/20030401_preschool_early_learning_guidelines.pdf

Massachusetts Curriculum Framework for English Language Arts and Literacy and Mathematics (also referred to as the Pre-K Common Core Standards)

<http://www.doe.mass.edu/frameworks/ela/0311.pdf>

<http://www.doe.mass.edu/frameworks/math/0311.pdf>

APPENDIX J

Massachusetts Early Learning and Development Standards: Preliminary Examination of Alignment

Confidential Information: Not for Distribution

This work was done under contract for the Early Learning Challenge Collaborative (ELCC) by the American Institutes for Research (AIR).

Purpose

The purpose of this brief is to provide “balcony level” information about the degree of alignment of the Massachusetts early learning standards on essential domains of child development and school readiness. This information is intended to help Massachusetts as it moves forward with its Race to the Top-Early Learning Challenge Grant (RttT-ELC) application, along with other activities related to enhancing the state’s current early learning standards for birth through Grade 3.

A fundamental aspect of an early learning system is a set of clear, well-articulated goals for children’s development and learning, around which to organize the system in order to achieve those goals. These standards should serve as the foundation for designing program environments, curriculum, teaching practices, and assessment tools. Massachusetts has developed four main sets of early learning and development standards:

1. *Early Learning Guidelines for Infants and Toddlers*: released in November 2010 and revised in May 2011
2. *Guidelines for Preschool Learning Experiences*: released in April 2003
3. *Curriculum Frameworks for English Language Arts and Literacy*: released in March 2011
4. *Curriculum Frameworks for Mathematics*: released in March 2011

In addition, this brief provides an initial summary about the alignment of these standards with selected commercially available assessment tools:

1. *Creative Curriculum Developmental Continuum for Ages 3 to 5* (Developmental Continuum)
2. *HighScope’s Preschool Child Observation Record (COR)*, 2nd edition
3. *Work Sampling System Preschool-3 Developmental Guidelines*
4. *Teaching Strategies GOLD assessment system*

In providing our findings from our preliminary review of the learning standards and assessment tools, we also propose next steps in moving forward in the standard alignment process.

Alignment Findings

Each one of the Massachusetts learning standards reflects significant thought and input, with a great number of stakeholders, state departments, community organizations, and experts. Considering the diverse stakeholders and government agencies involved in developing the different standards and the different time points when they were developed (e.g., *Guidelines for Preschool Learning Experiences*, released in 2003, and *Curriculum Frameworks*, released in 2011), there is a considerable degree of alignment. However, alignment challenges were found related to three key areas: (1) age groups covered, (2) purposes of standards, and (3) content of

by these key areas.

In addition, related to our review of the assessment tools, we found that not all the tools were aligned to the same standards (most were aligned to the *Guidelines for Preschool Learning Experiences*, but not all), the same children's ages, and developmental domains. Also, their evidence to use for diverse populations is not apparent in the documents reviewed (few details about the use of the assessment tools for various populations), and whether they could be aligned to assess children's development growth the entire birth to Grade 3 continuum needs further exploration.

Alignment of Age Groups

There is a significant degree of misalignment in the terms and definitions of the age groups the standards are suppose to be focused on. As indicated in Exhibit 1, the standards are not consistently specific and aligned regarding what age of children the standards apply to. For example, the infant and toddler standards do specify the age range by months (up to 36 months, or a child who just turns 3 years of age). However, the *Guidelines for Preschool Learning Experiences* cover 3 and 4 year olds. One has to assume that the *Guidelines for Preschool Learning Experiences* define 3 year olds as 36 to 47 months, but that definition is not explicit.

Exhibit 1. Age Range Specified by Each Standard Document

Standard Document	Specified Age Range
<i>Early Learning Guidelines for Infants and Toddlers</i>	Birth to 36 months
<i>Guidelines for Preschool Learning Experiences</i>	3 and 4 year olds
<i>Curriculum Frameworks</i>	Older 4 and younger 5 year olds

The *Guidelines for Preschool Learning Experiences* and the *Curriculum Frameworks* both cover 4 year olds only at the end of the fourth year. However, the *Curriculum Frameworks* focal range is ambiguous, for the standards acknowledge from the outset that the preschool/prekindergarten population includes children from the age of 2 years, 9 months until they are kindergarten-eligible (p. 3). However, the prekindergarten standards with the *Curriculum Frameworks* only aim to apply to children “who are at the end of this age group, meaning older 4 and younger 5 year olds” (p. 3). The definitions of who is an older 4 year old and younger 5 year old in the standards is not explicit. Thus, it appears that 3 year olds and younger 4 year olds (e.g., presumably children 36 months to about 52 months, 3 to 4.5 years) are left out of the *Curriculum Frameworks*, leaving a gap between the age ranges covered by the *Guidelines for Preschool Learning Experiences* and the *Curriculum Frameworks*. Care must be taken to avoid omitting standards for 3 year olds and younger 4 year olds.

Recommendation:

- Use a consistent definition of age across the standards, including both the years and months.
- Examine how the standards are aligned to 3 year olds and younger 4 year olds (e.g., children between 36 and about 52 months).

Alignment of Conceptual Purpose

All the documents, in general, aim to help support children's development by providing general information about the developmental capacities children and their needs. However, the standards conceptualize and operationalize that information and those needs in very different ways. Exhibit 2 indicates the conceptual focus area for each standard.

Standard Document	Conceptual Focus Area
<i>Early Learning Guidelines for Infants and Toddlers</i>	Children’s developmental capacities
<i>Guidelines for Preschool Learning Experiences</i>	Program standards and activities
<i>Curriculum Frameworks</i>	Children’s developmental capacities

Both the *Early Learning Guidelines for Infants and Toddlers* and the *Curriculum Frameworks* focus on children’s capacities, or what children should know and be able to do at their respective ages. However, the *Guidelines for Preschool Learning Experiences* focus on program standards for learning activities. In other words, the *Guidelines for Preschool Learning Experiences* emphasize the means or teaching strategies that can be used to attain a particular child developmental outcome, whereas the other two standards focus on defining the actual child outcome to be achieved. That said, the *Guidelines for Preschool Learning Experiences* contain some important concepts related to the capacity of preschool age children not yet of prekindergarten age who are not included in the *Curriculum Frameworks*. Also, the *Curriculum Frameworks* state they those standards correspond to the learning activities in the *Guidelines for Preschool Learning Experiences* (p. 3), although the link is not always apparent.

To note, the *Guidelines for Preschool Learning Experiences* also differ from the Head Start Program Performance Standards. While both focus on program standards rather than on child outcomes or capacities, the *Guidelines* focus primarily on learning experiences (English language arts, mathematics, science and technology, history and social science, health education, and the arts), whereas the Head Start Program Performance Standards address a broader range of activities (child development and education, mental health, health, nutrition, family and community partnerships, etc.) and are purposely designed to provide a basis for program monitoring.

Recommendations

- Revise *Guidelines for Preschool Learning Experiences* to explicitly include defining actual child outcomes to be achieved and not just means or strategies to those child outcomes.
- Consider including program mean and teaching strategies to help guide teachers’ practices related to the expected outcomes detailed in the *Early Learning Guidelines for Infants and Toddlers* and the *Curriculum Frameworks*. It is important to have clear standards that are aligned to each both children’s learning and program practices as part of a system that connects standards, instructional practices, curriculum, and assessment tools.

Alignment in Domains and Content

The RttT-ELC application mentions five “Essential Domains of School Readiness”: (1) language and literacy development, (2) cognition and general knowledge (including early mathematics and early scientific development), (3) approaches to learning, (4) physical well-being and early scientific development (including adaptive skills), and (5) social and emotional development. Appendix Table 1 provides an initial comparison of Massachusetts’ standards for the age ranges of children birth to five. In our review of the developmental domains and content area of the standards, our major findings are:

1. Only the *Early Learning Guidelines for Infants and Toddlers* standards come close to matching the RttT-ELC-specified school readiness domains. The infant and toddler

school readiness.

2. There are only two domains in which there is strong alignment across all of the standards and age groups: (1) language and literacy and (2) mathematics. To note, the mathematics domain for infants and toddlers is a subcategory of cognitive development, whereas in *Guidelines for Preschool Learning Experiences* and *Curriculum Frameworks*, it is a major category in and of itself.
3. Many domains are missing or not aligned across the standards:
 - a. Social and emotional development and approaches to learning are missing in the *Guidelines for Preschool Learning Experiences* and the *Curriculum Frameworks*. Thus, the standards for preschool age children and older are not aligned to the *Early Learning Guidelines for Infants and Toddlers*. For children in later grades, the *Curriculum Frameworks* stress increasing levels of independence in the subject areas; however, these might well be viewed as advances in social and emotional development and approaches to learning.
 - b. Physical well-being and motor development are missing from the *Curriculum Frameworks*, and thus are not aligned to the *Learning Guidelines for Infants and Toddlers* and the *Guidelines for Preschool Learning Experiences*. Particularly in light of the national epidemic of childhood obesity and poor health, this would seem to be another important area to address in the prekindergarten–12 age group.
4. Lack of alignment about the use of standards for children who are dual language/English language learners. The *Early Learning Guidelines for Infants and Toddlers* specifically address provisions for dual language learners. However, such discussion about the issue of standards with children who are dual language or English language learners does not appear to be addressed in the *Guidelines for Preschool Learning Experiences* or the *Curriculum Frameworks*. The *Curriculum Frameworks* specifically state that the scope of the document does not allow for addressing all the supports needed for English language learners (p. 6). Moreover, there is a statement that “it will be possible to meet the standards in reading, writing, speaking and listening without displaying near-native control of conventions, pronunciation, and vocabulary.”
5. Lack of alignment about the use of standards for children with disabilities. The *Guidelines for Preschool Learning Experiences* address adaptations for children with disabilities. The *Curriculum Frameworks* state that the scope of the document does not allow for addressing all the supports needed for children with special needs (p.6). The issue is address only by indicating that they “set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or above grade-level expectations” (p.6).

Recommendations

- Focus on alignment in the areas of social and emotional development, approaches to learning, and physical development, especially for prekindergarten through early elementary years.
- Articulate whether and how the standards should be used in relation to dual language/English language learners, (specifically related to language and literacy developmental goals), and children with special needs. It is important that there are

all children.

- Further review standards in their ability to identify not only what children need to know and be able to do, but how children’s skills should develop over time. In other words, further review that the standards to see how clearly they describe the learning progression or trajectory (organized around principals of child development) that lay out what it means and/or looks like for a child to mature and learn. Such an organizing and specified approach to standards is useful for guiding curriculum, teaching practices, and assessment.

Assessment Instruments and Standards

Several commercial vendors have developed assessment instruments for infants and toddlers and for preschool age children and claim they are relevant to states’ early learning standards.

Massachusetts has four instruments that have been indicated as being aligned to state preschool learning standard. Exhibit 3 outlines those tools and the standards and age ranges they appeared to have been aligned to.

Exhibit 3. Assessment Tools and Alignment to Standards and Children’s Ages

Assessment Tools	Standards	Children’s Ages
Creative Curriculum Developmental Continuum for Ages 3 to 5	Guidelines for Preschool Learning	3 to 5 years
HighScope’s Preschool Child Observation Record (COR), 2nd edition	Guidelines for Preschool Learning	2½ to 6 years
Work Sampling System Preschool-3 Developmental Guidelines	Guidelines for Preschool Learning	3 years
Teaching Strategies GOLD assessment system	Curriculum Frameworks	4 years

As we indicated in previously, it is important to note that the *Guidelines for Preschool Learning Experiences* were released in 2003, and have not been modified since. More importantly, the purposes is to focus on program standards for learning activities, guiding teaching strategies that can be used to attain various child developmental outcome, rather than on actually defining the actual child outcome to be achieved as is the case with the standards in the *Early Learning Guidelines for Infants and Toddlers* and *Curriculum Frameworks*. That said, the *Guidelines for Preschool Learning Experiences* contain some important concepts related to the developmental capacity of preschool age and the assessment tool publishers have put together materials cross-walking their tools to those developmental concepts.

Three of the tools were initially developed for a specific purpose to assist teachers in observing children’s progress and relates to a specified curriculum, but they are not calibrated to measure children’s development by age in months. What is unclear among current alignment tools is the exact ages of children the tools are aligning too, and it appears as different tools are focused on different age ranges (see Exhibit 3). For example, *Work Sampling System Preschool-3 Developmental Guidelines* is aligning to the *Guidelines for Preschool Learning* for 3 year old children, yet those Massachusetts guidelines also cover 4 year old children. So, is it is not clear if the Work Sampling System aligned to only the 3 year old age range or both the 3 and 4 year olds. From the document, it appears like only 3 year olds. *Creative Curriculum Developmental Continuum for Ages 3 to 5* is also aligning to the *Guidelines for Preschool Learning*, covering the ages of 3 to 5 years, yet the guidelines do not go to 5 years of age.

None of the tools at this time have indicated their ability or capacity to align to infant and toddlers standards (less than three year olds, or 36 months of age), although many of the vendors have been making progress towards that end. In general, the commercial tools developed to

children. Also, finding out how the assessment tools will work for dual/English language learners or children with various types of special needs would need further investigation. All assessment tools have weaknesses—there is no such thing as a single perfect tool—but the current documents reviewed do not make their weaknesses or potential short-comings explicit. A primary concern with assessment tools is that they could over- or under-identify children across different groups that may not necessarily reflect differences in ability or developmental progress but demonstrate issues in design, administration, and interpretation of assessment questions and/or results.¹

Recommendations: The current documents reviewed as part of this task do not provide much specification to determine “really” how well aligned are to the various standards, specifically for children 3 to 5 years of age. Related, it is not clear if they are aligning to 3-year old, 4-year old, 5-year old children, only one age group or all age ranges. It seems as different tools focus on different ages. Nor do the current documents provide information that could be further modified, if needed, to support the continuum of standards birth to Grade 3. An important next step would be to purchase the most recent version of each of these tools, and to study their attributes carefully and systematically to address the following questions:

- How many of the capacities listed for infants and toddlers and preschool age children the states’ *Early Learning Guidelines for Infants and Toddlers* and the *Curriculum Frameworks* for prekindergarten and kindergarten age children the tools actually measure?
- How are domains measured (e.g., what is it the teacher has to record), and what are the reliabilities of those measurements across different domains. For example, it may be that measures related to literacy and language are more reliable than measures related to aspects of social development, particularly when examining children from different cultural and linguistic groups?
- How are assessment tools been developed, normed, and modified for dual language/English language learner children and children with special needs. It is important to judge the tools fairness and equality across groups.
- How is assessment data reported, how reliable will the data be once entered, and how will various types of information from tools be accessed and reported to different stakeholders across the early learning system?
- How can vendors adapt the existing instruments to align with the standards across the birth to Grade 3 spectrum, and designing ways to judge the vendors adaptations”

Sources Reviewed

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¹ National Research Council (2008). *Early childhood assessment: Why, What and How.* Committee on Developmental Outcomes and assessments for Young Children, C.E Snow & S.B Van Hemel (Eds.). Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social sciences and

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Pearson Early Learning (n.d). *Work Sampling System® Preschool-3 Developmental Guidelines: Correlation of Massachusetts Guidelines for Preschool Learning Experiences*

Teaching Strategies, Inc. (2011). *Alignment of the Massachusetts Curriculum Frameworks (Pre-K Standards) With Teaching Strategies GOLD Objectives for Development & Learning: Birth Through Kindergarten*.

Teaching Strategies, Inc. (2005). *Alignment of the Massachusetts Guidelines for Preschool Learning Experiences With the Creative Curriculum® for Preschool and the Goals and Objectives of The Developmental Continuum for Ages 3-5*

APPENDIX K

Crosswalk between the 2011 Prekindergarten Standards in English Language Arts and Literacy and the Guidelines for Preschool Learning Experiences

Instructions: On the left side of the page (Column 1) are the new pre-kindergarten standards. The guideline(s) for curriculum and instruction from the *Guidelines for Preschool Learning Experiences* (Guidelines, 2003) are listed on the right (Column 2).

To use this crosswalk, refer to the activities listed under that guideline the *Guidelines*. Some activities will be more appropriate to the new pre-k standard than some others. Most of the activities and guidelines come are taken from the Guidelines' English Language Arts section, although guidelines from a few other sections are also noted. Teachers are encouraged to embed these activities in larger curriculum themes and projects that are meaningful and interesting to the children in a particular class. See the end of this document for online links to relevant documents and related information.

Prekindergarten Standards, 2011 English Language Arts and Literacy (ELA)

Guideline for Preschool Learning Experiences, 2003: English Language Arts (ELA)

Reading: Literature

Strand, number and page in Guidelines

Key ideas and details

1. With prompting and support, ask and answer questions about a story or poem read aloud.

Reading and Literature:
#6 (p. 9): *Listen to a wide variety of age appropriate literature read aloud.*
#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.*

2. With prompting and support, retell a sequence of events from a story read aloud.

Reading and Literature:
#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.*
Composition #19 (p. 12): *Arrange events in order when dictating a story.*

3. With prompting and support, act out characters and events from a story or poem read aloud.

Reading & Literature:
#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.*
#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*
Also see Arts section, Theater Arts:
15, 16, and 17 (p. 42): *Create characters through physical movement, gesture, sound, speech, and facial expressions.*

**2011 Prekindergarten Standards
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts (ELA)**

Reading: Literature, cont'd

Strand, number and page in Guidelines

Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

Reading and Literature:

#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

Composition:

#20: Some activities under this guideline may also be helpful: *Generate Questions and gather information to answer their questions in various ways.*

Key ideas and details

5. *(Begins in kindergarten or when the individual child is ready)*

6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.

Reading & Literature:

#11 (p. 10): *Listen to several books by the same author or using the same illustrator.*

Integration of Knowledge and Ideas

7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.

Reading & Literature:

#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book*

8. *(Not applicable in pre-k)*

8a. Respond to a regular beat in poetry and song by movement or clapping.

Reading & Literature:

#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

#14 (p. 11): *Recognize and supply rhythm and rhyme in poetry.*

Also see Arts Section, Music:

#10 (p. 41): *Sing songs with repetitive phrases and rhythmic patterns.*

#11 (p. 41): *Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.*

Also see some activities in the Mathematics section, Patterns & Relations:

#9 (p. 15): *Recognize, describe, reproduce, extend, create and compare repeating patterns of concrete materials.*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Reading: Literature, cont'd

Strand, number and page in Guidelines

9. With prompting and support, make connections between a story or poems and one's own experiences.

Reading & Literature:

#11 (p. 10): *Listen to several books by the same author or using the same illustrator*

Range of Reading/Level of Text Complexity

10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.

Reading & Literature:

#6 (p. 9): *Listen to a wide variety of age appropriate literature read aloud.*

#12 (p.11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

Reading: Informational Texts

Key Ideas and Details

1. With prompting and support, ask and answer questions about an informational text read aloud.

Language:

#2 (p. 7): *Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.*

#3 (p. 7): *Communicate personal experiences or interests.*

Reading & Literature:

#12 (p.11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

Also see Science section: Earth and Space Science:

#9 (p. 21): *Observe and describe or represent scientific phenomena and meaningful to children's lives that have a repeating pattern (e.g., day, night).*

2. With prompting and support, recall important facts from an informational text after hearing it read aloud.

Reading & Literature:

#12 (p. 11): *Listen, recite, sing, and dramatize a variety of age-appropriate literature.*

3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).

Reading & Literature:

#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book*

Also see Arts section, Theater Arts:

#16 (p. 42): *Create characters through physical movement, gesture, sound, speech, and facial expressions.*

Prekindergarten Standards, 2011 English Language Arts and Literacy	Guidelines and activities in English Language Arts
<i>Reading: Informational Texts, cont'd</i>	Strand, number and page in <i>Guidelines</i>
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	Language: #2 (p. 7): <i>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</i> #5 (p. 8): <i>Listen to and use formal and informal language.</i>
5. <i>(Begins in kindergarten or when the individual child is ready)</i>	
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	Reading & Literature: #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> #11 (p. 10): <i>Listen to several books by the same author or using the same illustrator.</i> Also combine these with active learning/ experiential activities in the <u>Science section</u> , and the <u>History and Social Studies section</u> .
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe important details from an illustration or photograph.	Reading & Literature #12 (p. 11): <i>Listen, recite, sing, and dramatize a variety of age-appropriate literature.</i> #13 (p. 11): <i>Relate themes and information in books to personal experiences.</i>
8. <i>(Begins in kindergarten or when the individual child is ready)</i>	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	Reading & Literature: #11 (p. 10): <i>Listen to several books by the same author or using the same illustrator.</i>
<i>Range of Reading and Level of Text Complexity</i>	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	Language: #2 (p. 7): <i>Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</i> Language #5 (p. 7): #5 (p. 8): <i>Listen to and use formal and informal language.</i> Reading & Literature #6 (p. 9): <i>Listen to a wide variety of age appropriate literature read aloud.</i> Also combine these with active learning/ experiential activities in the <u>Science and History and Social Studies sections</u> .

**Prekindergarten Standards, 2011
English Language Arts (ELA)**

**Guidelines and activities in
English Language Arts (ELA)**

Reading Foundations

Strand, number and page in Guidelines

Print Concepts

1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.

a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.

b. *(Begins in kindergarten or when the individual child is ready)*

c. *(Begins in kindergarten or when the individual child is ready)*

d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.

(a) Reading & Literature: #6 (p. 9): *Listen to a wide variety of age appropriate literature read aloud.*

(d) Reading & Literature: # 7 (p. 9): *Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.*

Phonological Awareness

2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.

c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.

d. *(Begins in kindergarten or when the individual child is ready)*

e. *(Begins in kindergarten or when the individual child is ready)*

(a) (b) Reading & Literature: #8 (p. 9): *Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness*

(c) Reading & Literature: #8 (p. 9) and #9 (p. 10): *Link letters with sounds in play activities*

Phonics and Word Recognition

3. Demonstrate beginning understanding of phonics and word analysis skills.

a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").

b. *(Begins in kindergarten or when the individual child is ready)*

c. Recognize one's own name and familiar common signs and labels (e.g., STOP).

d. *(Begins in kindergarten or when the individual child is ready)*

(a-d) Reading & Literature:

#9 (p. 10): *Link letters with sounds in play activities*

Reading & Literature:

#7 (p. 9): *Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Writing

Strand, number and page in Guidelines

Text Types and Purposes

1. Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").	Composition: #16 (p. 12): <i>Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.</i> #18 (p. 12): <i>Use emergent writing skills to make letters in many settings and for many purposes.</i>
2. Use a combination of dictating and drawing to explain information about a topic.	Composition: # 16 (p. 12): <i>Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.</i> #18 (p. 12): <i>Use emergent writing skills to make letters in many settings and for many purposes.</i>
3. Use a combination of dictating and drawing to tell a real or imagined story.	Composition: #16 (p. 12): <i>Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.</i> #19 (p. 12): <i>Arrange events in order when dictating a story.</i>

Production and Distribution of Writing

4. <i>(Begins in grade 3)</i>	
5. <i>(Begins in kindergarten or when an individual student is ready)</i>	
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.*	Composition: #16 (p. 12): <i>Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.</i>
7. <i>(Begins in kindergarten or when an individual student is ready)</i>	
8. <i>(Begins in kindergarten or when an individual student is ready)</i>	
9. <i>(Begins in grade 4)</i>	
10. <i>(Begins in grade 3)</i>	

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

**Guidelines and activities in
English Language Arts**

Speaking and Listening

Strand, number and page in Guidelines

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners during daily routines and play.
- Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).
 - Continue a conversation through multiple exchanges

- (a) + (b) Language:
#1 (p. 7): *Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for a n answer; gaining the floor in appropriate ways.*
#2 (p. 7): *Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.*

2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

- Language:
#3 (p. 7): *Communicate personal experiences or interests.*
Reading & Literature:
#10 (p. 10): *Engage actively in read-aloud activities by asking questions, offering ideas, predicting and retelling important parts of a story or informational book.*

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*

- Language:
#2 (p. 7): *Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.*
Language:
#5 (p. 8): *Listen to and use formal and information language.*
Composition:
#20 (p. 12): *Generate questions and gather information to answer their questions in various ways.*

Presentation of Knowledge and Ideas

4. Describe personal experiences, tell real or imagined stories.

- Language:
#3 (p. 7): *Communicate personal experiences or interests.*
Composition:
#16 (p. 12): *Use their own words or illustrations to describe their experiences, tell imaginative stories or communicate information about a topic of interest.*
#17 (p. 12): *Add details or make changes to published or class-made stories.*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

***Speaking and Listening, cont'd
(Presentation of Knowledge and Ideas)***

**Guidelines and activities in
English Language Arts**

Strand, number and page in Guidelines

5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

#3 (p. 7): *Communicate personal experiences or interests.*

#4 (p. 8): *Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.*

#5 (p. 8): *Listen to and use formal and information language.*

Reading & Literature:

#11 (p. 10): *Listen to several books by the same author or using the same illustrator.*

Language

Conventions of Standard English

1. Demonstrate use of oral language in informal every day activities.

Language:

a. *(Begins in kindergarten)*

(a) (b) #5 (p. 8): *Listen to and use formal and information language.*

b. Use frequently occurring nouns and verbs.

(c) Not specified in *Guidelines* -- Listen for use of plurals.

c. Form regular plural nouns.

d. Understand and use question words (e.g., *who, what, where, when, why, how*).

(d) Composition:

e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

#20 (p. 12): *Generate questions and gather information to answer their questions in various ways.*

f. Demonstrate the ability to speak in complete sentences.

(e) Not specified in *Guidelines* -- Listen for use of prepositions.

g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to *length, area, weight, capacity, and volume*.

(f) Not specified in *Guidelines* sentence structure

(g) see Mathematics section, Number Sense:

#3 (p. 13): *Use positional language and ordinal numbers (first, second, third) in everyday activities.*

#7 (p. 14): *Explore and describe a wide variety of concrete objects by their attributes.*

2. *(Begins in kindergarten)*

Knowledge of Language

3 *(Begins in grade 2)*

**Prekindergarten Standards, 2011
English Language Arts and Literacy**

Language, cont'd

Vocabulary Acquisition and Use

**Guidelines and activities in
English Language Arts**

Strand, number and page in Guidelines

4. (Begins in kindergarten)

5. With guidance and support from adults, explore word relationships and nuances of word meanings.

- a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).

b. *(Begins in kindergarten)*

- c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).

d. *(Begins in kindergarten)*

Reading & Literature:

#15 (p. 11): *Listen to, recognize, and use a vocabulary of sensory words.*

(a) (c) Language:

#4 (p. 8): *Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.*

6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

Language:

#5 (p. 8): *Listen to and use formal and information language.*

For more information:

It is helpful to put the pre-kindergarten standards in English language arts and literacy in context. For this, please review the *Massachusetts Curriculum Frameworks (Pre-k – Grade 12)*: <http://www.doe.mass.edu/frameworks/current.html>

Guidelines for Preschool Learning Experiences and the Massachusetts Early Learning Guidelines for Infants and Toddlers:

<http://www.mass.gov/?pageID=edusubtopic&L=4&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Curriculum+Guidelines+and+Assessment&sid=EOedu>

For additional guidance and activities for dual- or English-language learner, see the revised Head Start Child Development and Early Learning Framework (2010), particularly pages 21-22: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf

For curriculum ideas related to the new Curriculum Frameworks in Massachusetts: Massachusetts Teachers' Domain: <http://www.teachersdomain.org/>

Crosswalk between 2011 Prekindergarten Standards in Mathematics and the *Guidelines for Preschool Learning Experiences*

Instructions: On the left side of the page (Column 1) are the new pre-kindergarten standards. The guideline(s) for curriculum and instruction from the *Guidelines for Preschool Learning Experiences* (2003; “Guidelines”) are listed on the right (Column 2).

To use this crosswalk, refer to the activities listed under the cited guideline the *Guidelines*. Some activities will be more appropriate to the new pre-k standard than some others. The new pre-k standards are related to the *Guidelines*’ Mathematics section. Teachers are encouraged to embed these activities in larger curriculum themes and projects that are meaningful and interesting to the children in a particular class. See the end of this document for online links to relevant documents and other information.

Prekindergarten Standards, 2011 Mathematics	<i>Guidelines for Preschool Learning Experiences in Mathematics</i>
<i>Counting and Cardinality</i>	<i>Strand, number and page in Guidelines</i>
Know number names and the counting sequence	Number Sense:
MA.1. Listen to and say the names of numbers in meaningful contexts.	#1 (p. 13): <i>Listen to and say the names of numbers in meaningful contexts.</i>
MA.2. Recognize and name written numerals 0–10.	Number Sense: #1 (p. 13): <i>Listen to and say the names of numbers in meaningful contexts. When possible, add written number labels during these activities and around the classroom.</i>
Count to tell the number of objects.	Number Sense:
MA.3. Understand the relationship between numerals and quantities up to ten.	#1 (p. 13): <i>Listen to and say the names of numbers in meaningful contexts</i> #2 (p. 13): <i>Connect many kinds/quantities of concrete objects and actions to numbers.</i>
Compare numbers.	Number Sense:
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	#1 (p. 13): <i>Listen to and say the names of numbers in meaningful contexts</i> #2 (p. 13): <i>Connect many kinds/quantities of concrete objects and actions to numbers.</i> Give children opportunities to count up to <u>seven</u> scattered objects.
MA.5. Use comparative language such as <i>more/less than, equal to</i> , to compare and describe collections of objects.	Number Sense: #4 (p. 14): <i>Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of...)</i>

**Prekindergarten Standards, 2011
Mathematics**

**Guidelines and activities
in Mathematics**

<i>Operations and Algebraic Thinking</i>	<i>Strand, number and page in Guidelines</i>
<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.</p>	<p>Number Sense</p> <p>#4 (p. 14): <i>Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of...)</i></p> <p>#5 (p. 14): <i>Observe and manipulate concrete examples of whole and half.</i></p>
Measurement and Data	
<p>Describe and compare measurable attributes.</p> <p>MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., <i>long, short, tall, heavy, light, big, small, wide, narrow</i>).</p>	<p>Patterns & Relations:</p> <p>#7 (p. 14): <i>Explore and describe a wide variety of concrete objects by their attributes.</i></p> <p>#8 (p. 14): <i>Sort, categorize, or classify objects by more than one attribute.</i></p> <p>Shapes and Spatial Sense:</p> <p>#10 (p. 16): <i>Investigate and identify materials of various shapes, using appropriate language.</i></p> <p>#12 (p. 16): <i>Listen to and use comparative words to describe the relationships of objects to one another.</i></p>
<p>MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p>	<p>Measurement:</p> <p>#13 (p. 17): <i>Use estimation in meaningful ways and follow-up by verifying the accuracy of estimation.</i></p> <p>#14 (p. 17): <i>Use non-standards units to measure length, weight, and the amount of content of familiar objects.</i></p>
<p>Classify objects and count the number of objects in each category.</p> <p>MA.3. Sort, categorize, and classify objects by more than one attribute.</p>	<p>Patterns & Relations:</p> <p>#7 (p. 14): <i>Explore and describe a wide variety of concrete objects by their attributes.</i></p> <p>#8 (p. 14): <i>Sort, categorize, or classify objects by more than one attribute.</i></p>
<p>Work with money.</p> <p>MA.4. Recognize that certain objects are coins and that dollars and coins represent money.</p>	<p>Number Sense:</p> <p>#6 (p. 14): <i>Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.</i></p>

Prekindergarten Standards, 2011 Mathematics	Guidelines and activities in Mathematics
<i>Geometry</i>	<i>Strand, number and page in Guidelines</i>
Identify and describe shapes (squares, circles, triangles, rectangles). MA.1. Identify relative position of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i>).	Shapes and Spatial Sense: #11 (p. 16): <i>Explore and identify space, direction, movement, relative position, and size using body movements and concrete objects.</i>
MA.2. Identify various two-dimensional shapes using appropriate language.	Shapes and Spatial Sense: #10 (p. 16): <i>Investigate and identify materials of various shapes, using appropriate language.</i>
Analyze, compare, create, and compose shapes. MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.	Shapes and Spatial Sense: #10 (p. 16): <i>Investigate and identify materials of various shapes, using appropriate language</i>
	Please note: The <i>Guidelines</i> ' Mathematics section, Patterns and Relations #9 (p. 15) is referenced in 2011 MA Pre-k standards for ELA and Literacy, Reading & Literature strand, #8a. Data Collection and Analysis, #15 (p. 17) in the <i>Guidelines</i> , does not fit clearly into the 2011 standards. Activities listed under both of these mathematics guidelines (2003) can still be used for helping some children's understanding and mathematical development.

For more information:

It is helpful to put the 2011 pre-kindergarten standards in mathematics in context. To do this, please review the *Massachusetts Curriculum Frameworks (Pre-k – Grade 12)*: <http://www.doe.mass.edu/frameworks/current.html>. Particularly take note of the “Standards for Mathematical Practice” in the introductory pages of the framework.

Guidelines for Preschool Learning Experiences and the *Massachusetts Early Learning Guidelines for Infants and Toddlers*:

<http://www.mass.gov/?pageID=edusubtopic&L=4&L0=Home&L1=Pre+K+-+Grade+12&L2=Early+Education+and+Care&L3=Curriculum+Guidelines+and+Assessment&sid=EOedu>

For curriculum ideas related to the new Curriculum Frameworks in Massachusetts: Massachusetts Teachers' Domain: <http://www.teachersdomain.org/>

APPENDIX L

**Analysis of the Commonwealth of Massachusetts State Standards and the
Common Core State Standards for English Language Arts and Mathematics**

Final Report

July 19, 2010

Prepared for the Massachusetts Business Alliance for Education (MBAE) by



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Analysis of the Commonwealth of Massachusetts State Standards and the Common Core State Standards for English Language Arts and Mathematics

Executive Summary

WestEd was commissioned by the Massachusetts Business Alliance for Education (MBAE) to conduct an independent analysis of the revised Commonwealth of Massachusetts state standards and the Common Core State Standards (CCS) to address the following key question:

To what extent do the revised Commonwealth of Massachusetts state standards correspond with the CCS in English language arts (ELA) and mathematics?

Methodology

In order to address this question, WestEd analysts who have knowledge and experience in standards evaluation and development, test development, and alignment, as well as deep knowledge of the content areas (English language arts and mathematics), curriculum and instruction, the preK–20 student population, and effective educational practices, were trained to conduct an analysis of the following standards documents:

Revised Commonwealth of Massachusetts State Standards (MA)

- English Language Arts Curriculum Frameworks Working Draft (June 2010)
 - Individual grades PreK through 12 for all strands except:
 - 4 (Vocabulary) with grade span 9–12; 6 (Foundations) with grade span 7–12; 12 (Research) with grade spans 5–8 and 9–12
- Mathematics Curriculum Frameworks Working Draft (June 2010)
 - Individual grades PreK through 12, grade spans 9–10 and 11–12, and four courses

Common Core State Standards (CCS)

- English Language Arts, including the Literacy standards
 - Individual grades K through 8; grade spans 9–10 and 11–12
- Mathematics
 - Individual grades K through 8, and six high school conceptual categories

More specifically, WestEd analysts created a *crosswalk* between the two sets of standards. Crosswalks are useful tools for describing the alignment, or degree of correspondence, between two sets of content standards. WestEd analysts used the following criteria to conduct this crosswalk analysis:

- Content skill and knowledge alignment—Degree of correspondence was judged by analysts according to the following:
 - Full Alignment: The CCS standard describes a fundamental skill or concept as explicitly stated in the MA standard (or vice versa);
 - Partial Alignment: The CCS standard addresses a MA standard in a superficial way (or vice versa); the CCS standard covers targeted skills at a lower or higher complexity level than the MA standard.; and
 - No Alignment: There is no content relationship between the two standards.
- Depth of knowledge— There are four levels of cognitive complexity (Webb, 1997):
 - Recall: The standard requires students to recall a fact, procedure, or piece of information;
 - Basic Application: The standard requires students to use a skill or concept;
 - Strategic Thinking: The standard requires students to reason, develop a plan, or follow a sequence of steps; and

- Extended Thinking: The standard requires students to conduct an investigation or process multiple conditions/elements of a problem or task.
- Clarity
- Measurability

The resulting crosswalks reflect the following information:

- Identification of CCS that align to each of the state content standards, by grade and content area;
- Specification of the degree or level of the alignment (Full, Partial, or None) of each of the CCS to the state content standards, by grade and content area, including specific information about the substantive correspondence between the two sets of standards;
- Identification of the state content standards for which there are no matching CCS, by grade and content area;
- Information about the depth of knowledge (Recall, Basic Application, Strategic Thinking, or Extended Thinking) of each standard (both state and CCS), by grade and content area;
- Judgments of clarity of each standard, by grade and content area; and
- Judgments of measurability of each standard, by grade and content area.

The vertical alignment of the standards also was analyzed. That is, analysts evaluated the degree to which the skills and knowledge reflected in the standards appropriately relate to each other and increase in complexity across grade levels, such that, for example, prerequisite skills and knowledge appear, as appropriate, at lower grade levels; broader, deeper, and new skills and knowledge appear at higher levels (building on skills and knowledge in lower/prior levels) and are introduced at the appropriate level; any repetition of standards (i.e., skills and knowledge)

appears purposeful; and it is clear what skill/knowledge is to be acquired and when it is to be acquired.

Findings

Results of the analyses of the **mathematics** standards suggest the following:

- Based on both the 96% full or partial alignment between the two sets of standards, with at least one partial alignment between each of the state content standards and the CCS, and a qualitative analysis of the two sets of standards, the basic concepts and topics that typically define the mathematics domain are covered by both sets of standards, and that the standards are comparable in terms of content coverage.
- Most of the alignments between the MA standards and the CCS are partial alignments, and the partial alignments are either on-grade or off-grade alignments¹ of MA standards to CCS in grades above as well as grades below. Additionally, 13 of the 351 MA standards were not aligned with a CCS. Results of qualitative analyses of the MA standards with partial or no matches to the CCS suggest that these MA standards tend to define content in a narrow way. The particular skills and knowledge specified in these MA standards may well be incorporated in the resulting curriculum based on the corresponding grade-level CCS, although not explicitly specified in the CCS. That is, given the degree of general correspondence between the two sets of standards and the variations in level of specificity of the standards, the MA standards and CCS generally allow for a comparable breadth and depth of content.

¹ It is important to examine the nature of the off-grade alignments. Sometimes critical content and skills are purposefully repeated in lower and higher grade levels. Evaluation of the appropriateness of on- and off-grade alignments should be made vis-à-vis the desired goals of the state.

- The state content standards and the CCS are comparable with regard to clarity and measurability.
- With regard to depth of knowledge (DOK), the two sets of standards reflect a comparable range of cognitive demand. Both sets of standards contained content skills and knowledge at three of the four levels of Webb’s (1997) cognitive demand taxonomy: Recall, Basic Application, and Strategic Thinking. The CCS, however, appear to more consistently cover these three DOK levels at each grade level. Neither set of standards reflects skills and knowledge at the Extended Thinking level.

Differences between the two sets of standards include the following:

Level of detail with which student experiences and learning expectations are described in the standards—for example, some CCS are stated more specifically or narrowly and may limit potential for full alignment with MA standards that are stated more generally or broadly. Consider these two standards:

- MA.6.N.6. Extend the number theory concepts of prime and composite numbers to an understanding of prime factorization, relatively prime, greatest common factor, least common multiple, and multiples. Use divisibility rules to solve problems.
- CCS.6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

An impact this may have on alignment results is that, in some cases, several partial alignments between a MA standards and CCS “add up to” a full alignment in terms of coverage of skills and knowledge reflected in the MA standard.

Organization of the standards—That is, MA standards have a more traditional organization with five strands (Number Sense and Operations; Algebra, Relations, and Functions; Geometry; Measurement; and Data Analysis, Statistics, and Probability) consistent across all grades. The CCS are organized with domain approaches to introducing new concepts and topics. The CCS seem somewhat similar to the National Council of Teachers of Mathematics focal points, in that there are combinations/connections among strands and different emphases depending on the grade level.

Approaches to introducing new concepts—The CCS appear more specific and provide more guidance related to the methods/strategies associated with the content; whereas MA standards seem generally less prescriptive. For example:

- In grade 3, MA standards continue with fractions:
 - MA.3.N.4. Identify, represent, and compare fractions between 0 and 1 with denominators through 12 as parts of a whole and as parts of a group.
 - MA.3.N.5. Identify, represent, and compare mixed numbers with denominators 2, 3, or 4 as whole numbers and as fractions (e.g., $1\frac{2}{3}$, $3\frac{1}{2}$).
 - MA.3.N.6. Locate whole numbers, fractions, and mixed numbers with denominators 2, 3, or 4 on the number line. Use other concrete models and pictorial representations to represent and compare fractions and mixed numbers.

- The CCS grade 3 standards specify a more formal introduction to fractions:
 - CCS.3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
 - CCS.3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

Some of the differences of this type could be interpreted as indicators of differences in rigor; however, there is no consistent trend in the elements of each set of standards that supports one being clearly more rigorous than the other. The state and its stakeholders must examine the outcomes of this study vis-à-vis the state's history, values, and aspirations for its students, in order to determine the degree to which differences are significantly divergent in merit or whether they can be coordinated for augmentation.

- Overall, both sets of standards showed adequate vertical alignment.

Results of the analyses of the **English language arts** standards suggest the following:

- Based on both the 74% full or partial alignment, with at least one partial alignment when comparing the CCS to the MA standards, and a qualitative analysis of the standards, both sets of standards cover the same general concepts, knowledge, and skills that define the core domain of English language arts. There are a total of 535 MA standards and 860 CCS for ELA, and where they tend to differ is in elements of particular emphasis or focus of the content coverage. It is important to note that there may be potential for greater alignment if a reverse crosswalk were also conducted, comparing MA standards to the CCS.
- The state content standards and the CCS are comparable with regard to clarity and measurability.
- With regard to depth of knowledge (DOK), both sets of standards show Recall and Basic Application decreasing in percent as the grade levels increase, and Strategic Thinking and Extended Thinking increasing in percent as the grade levels increase. Compared to the MA standards, the CCS tend to have a lower percentage of standards at the Recall level, and a higher percentage of standards at the Strategic Thinking level. The CCS also have standards at the Extended Thinking level distributed across grades, whereas the MA standards at that DOK level are concentrated at grades 9 through 12.
- The different organization of content reflects a difference in focus between the two sets of standards and contributes to the nonalignment between them: as an example, the MA standards include strands on five genres of literature, whereas the CCS subdivide the literature standards into skill- and concept-related strands, intended to

APPENDIX M

APPENDIX M

OVERVIEW

WGBH (1) will employ a series of research-based (2) digital strategies to enhance ongoing efforts to build an effective early childhood education workforce and family support system in Massachusetts. By developing, disseminating, and facilitating use of a robust set of media-based curricular resources, our overarching goal is to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children across the Commonwealth. This work will leverage and expand upon our role as media partner in the state's K-12 Race to the Top initiative (3).

The centerpiece of this work will be production of a "digital hub (4)," a free, online platform that will feature a centralized library of these resources, direct links to related materials, and customized pathways to guide the teachers, parents, and other care providers through the site, maximizing direct relevance, accessibility, and utility.

The core resources will be derived from **early childhood education curricula** developed around two of WGBH's award-winning television programs (5): *Between the Lions (BTL)* and *Peep and the Big Wide World (PEEP)*. Comprised of lesson plans, video segments, and interactive games, these curricula specifically target ELA (English Language Arts), STEM (Science, Technology, Engineering, and Math), and social/emotional skills, the domains featured in the state's QRIS standards. Flexible in format, these media-based materials (6) will be customized for use by school- and center-based teachers and family child care providers either as a self-contained curriculum that follows a prescribed scope and sequence, or as a repository from which to pick and choose as desired to enhance existing lessons.

We will also produce a series of media-based **professional development modules** (7), both for teachers and care providers of children ages 3-5 and for educators working with infants and toddlers (8). Delivered through videos, interactives, and PDFs, these materials will include introductory and follow-up modules that address foundational skills, a comprehensive range of videos presenting "best practice" in applying the teaching strategies outlined in the QRIS standards, and illustrations of effective and appropriate use of media with young children. They will be embedded within the curriculum units to provide contextualized learning opportunities, but also offered as stand-alone resources.

The digital hub will also feature **media-based tools specifically designed for use by and with parents** of children ages 0-5. Building on its extensive online catalog of parenting resources, we will explore creation of a new "School Readiness" section on the *PBS Parents* site, modifying the very popular "child development tracker" to include supporting media assets such as video segments from television shows and interactive games. We will also produce videos designed for parents that explain important developmental milestones and recommend activities and conversations for supporting their own child's learning. As part of our efforts on behalf of families, we will aim to modify delivery of these messages to suit different access capacities, from simple text messaging, to email newsletters, to mobile-optimized versions of the hub site, and we will explore public library distribution of pre-loaded tablets as an alternative strategy (9).

NOTES/ELABORATIONS

(1). WGBH organizational capability statement (longer version available)

WGBH Boston is public television's pre-eminent production house, the source of one-third of all prime-time programming on PBS and the leading producer of content presented on pbs.org, one of the most heavily trafficked non-commercial Websites in the world. Toward fulfillment of our mission to inform, inspire, and entertain, WGBH creates critically acclaimed programs with tremendous viewer appeal.

Although our origins are as a radio and television broadcaster, WGBH today provides a diverse range of educational services in the public interest -- some are sent over the airwaves; others take the form of transmedia content, books, CD/DVD-ROMs, apps, and multimedia classroom tools. The wide range of broadcast and non-broadcast activities are united by a commitment to excellence that has earned the applause of viewers and listeners, educators, parents, and media critics, winning hundreds of the world's most prestigious honors: Emmys, Peabodys, duPont-Columbia awards, and even two Oscars.

WGBH is now recognized as one of the nation's leading producers of media-based resources to support teaching and learning. Focusing on both content and methodology at all grade levels, these products represent a funding investment of over \$80 million in the past two decades. This work has featured video libraries that illustrate effective standards-based teaching in classrooms across the country, targeting the subject areas of science, mathematics, reading, social studies and foreign languages, and addressing such persistent challenges as assessment, learning disabilities, and urban school reform. Our unique approach features real teachers and students in real learning contexts, conveying the experience of involvement rather than watching a staged simulation. Our productions blend classroom and on-location images with spoken description and textual information that assists viewers in understanding key points. Experienced practitioners and teacher educators provide commentary and recommendations through voice-over narration and on-screen interviews that complement the live action. These production techniques provide viewers with an intimate "fly-on-the-wall" perspective.

WGBH is also an industry leader in experimenting with new and emerging technologies for educational purposes, having developed a particularly strong capacity in the production of online courses for teachers, collaborating with academic and curriculum experts to ensure conformity to content and methodology standards. We have organized these courses using research-based models of best practice in education, often employing inquiry-based learning strategies. Our courses are unique in their integration of rich media resources — video and interactive materials from our archives or newly-produced for this purpose — and designed to support teacher as well as student learning. Evaluations reveal that courses participants find them engaging and informative, and that the experience of taking them inspires change in their own teaching practices.

(2). Sample research summaries

Peep and the Big Wide World (PEEP) is the award-winning multiplatform preschool initiative that gets kids, educators, and parents to actively explore math and science in their own big worlds. It is one of the first media projects to create a developmentally appropriate science curriculum that effectively models science inquiry skills, including making predictions, observing, and problem solving.

Research conducted by Goodman Research Group (GRG 2004, 2006, 2011) revealed that children exposed to PEEP were:

- significantly more likely to initiate a question to be explored during the activities (71% compared to 22%),
- more likely to apply problem solving strategies in those situations (76% compared to 34%),
- more likely to solve the problems that they initiated (74% compared to 31%).

GRG also found that preschool teachers who used the PEEP curriculum reported feeling more comfortable conducting hands-on science activities and investigations with their preschoolers.

Between the Lions (BTL) is the award-winning, multi-media initiative designed to boost literacy skills among children ages 3-7. Built on a strong foundation of evidence-based research about how children learn to read, substantial evidence documents the success of the preschool curriculum in helping young children acquire early literacy skills, particularly those young children who may be at-risk for reading failure due to economic disadvantage.

Young children who watch BTL videos have demonstrated consistent gains across alphabet knowledge, phonological awareness, phonemic awareness, and fluency through simple exposure (Linebarger, Kosanic, Greenwood, Doku, 2004; Uchikoshi, 2006) and exposure combined with classroom materials (Linebarger, 2006; Prince, Grace, Linebarger, Atkinson, & Huffman, 2001). Preschool teacher who used the BTL curriculum and received mentoring support evidenced significant improvements across all four measures of the ELLCO and were able to achieve high-quality literacy environments (Linebarger, 2008).

Martha Speaks is a multi-media initiative designed to increase the oral vocabulary of young children, ages 3-7. Research studies demonstrate *Martha Speaks*' strength as an early-intervention tool across broadcast and mobile platforms (Findings from Ready to Learn 2005-2010):

- *Martha Speaks* is an effective tool in helping bridge the vocabulary gap between low-income children and their more affluent peers.
- Children 3-to-7 years-old who played with the *Martha Speaks* Dog Party app tested up to 31 percent higher in vocabulary.
- Children were able to retain the increased vocabulary, and showed even greater gains on targeted words weeks after the study ended.

(3). WGBH is the media partner on the Massachusetts K-12 Race to the Top initiative, subcontracting with the MA DESE to conduct a similar range of services, including production of additional resources for the Teachers' Domain digital library, training of LEAs in effective use of these resources in classrooms and for professional development, and videotaping effective teaching practice throughout the state.

(4). The proposed "digital hub" will be produced as an online home for the Early Learning Challenge initiative, designed as a "custom site" on the **PBS LearningMedia** platform, enabling access to the hundreds of additional media resources already there. Direct linkages will also be provided to other relevant websites, including **PBS Parents** and the MAEEC's own site, as well as additional media materials from the WGBH archives, such as clips from such childrens' television programs as *Martha Speaks*, *Arthur*, and *Curious George*, and the "Leading the Way to Literacy" video series.

PBS LearningMedia is a free and innovative digital education service developed to harness the power of public media to support curriculum-based teaching and learning from pre-K through college. In addition to providing unprecedented access to a comprehensive library of high quality programming resources from PBS and other public media producers, this next-generation platform features open source technologies that enable customization to curriculum needs at classroom, school district, and/or state education agency levels.

Building upon the reach and demonstrated effectiveness of WGBH's *Teachers' Domain* and other digital libraries developed across the public broadcasting system, the new, integrated service currently deploys more than 14,000 digital learning objects selected by teams of content experts, curriculum specialists, and classroom teachers to address the challenges and opportunities of education in the 21st century. These resources are tagged by subject and grade level, aligned to national and Common Core standards, and presented within hierarchies of commonly taught topical areas, allowing teachers and learners to search and browse the collections efficiently. Users are able to download, share, and remix selected resources, save and organize content through a "favorites" feature, and share ideas on integrating the content into lessons to inform use by colleagues and other educators across the country.

PBS Parents empowers parents as they prepare their children for success in school – and in life. It focuses on the important aspects of children's early years, from their social and emotional development, to health and fitness, to building skills for school readiness. We leverage the strength and trust of the PBS brand and tie it to the fun and joy of the PBS KIDS programs, reaching more than 6MM parents each year. Named a winner of the 2009 and 2006 Parents' Choice Gold Award and a 2007 iParenting Media Award, PBS Parents also provides resources and details about PBS KIDS programs, including

curriculum goals, co-viewing tips, and activities to entertain and educate when the TV is turned off. All of the content on PBS Parents is free.

(5). *Between the Lions* is a multimedia educational initiative created to help children, ages three to seven, acquire beginning reading skills and a love of reading. Built around a curriculum that incorporates the most recent scientific research in literacy instruction, each episode uses an engaging variety of entertaining animation, puppetry, live action, music video, and graphic segments. This award-winning children's series is named for a family of lions—Theo and Cleo and their cubs, Lionel and Leona—who introduce children to a variety of everyday reading experiences, including stories, books, songs, newspaper articles, and instructions.

Peep and the Big Wide World is one of the first media projects to feature a science curriculum targeted to preschoolers, and to promote that curriculum across television, books, the Web. PEEP features a chicken, named Peep, a robin (Chirp), and an irascible, endearing duck (Quack), as well as an extended family of friends and (occasional) foes. Airing in both English (on public television) and Spanish (on VMe), each televised half-hour contains two animated stories that highlight specific science or math concepts and two live-action films that show real kids playing and experimenting with those concepts.

(6). As currently envisioned, we will develop a range of curricular and child development content for educators and parents. A “gameification” layer or incentives might be added to encourage teachers and parents to use of all of these resources. We will create the following educational materials:

Year 1

Teachers 3-5

- **Five, six-week theme-based curricular units.** The curricular units will cover the themes of water, ramps/building, sound, color, and plants/growing things. These units will include *Between the Lions* and *PEEP* activities, videos, interactives/games, and supporting PDFs, such as tip sheets, parent letters, and other handouts. We envision teachers spending the mornings focusing on English and Language Arts (ELA) skill development and the afternoons on STEM. Social/emotional skills will be seamlessly integrated throughout ELA and STEM units. As mentioned in the project overview, teachers can pick and choose or use all lessons in sequence.

Parents 3-5

- **Series of 15-20 activities for parents to do with their kids.** The activities will follow themes mentioned above: water, ramps, sound, color, plants, cover ELA and STEM skills, and includes links to *BTL* and *PEEP* activities, content from PBS Parents website, including Child Development Tracker; videos; and interactives/games. Social and emotional skills will be integrated throughout the units. Handouts will be provided, as appropriate.

- **Messaging campaign** via emails/text messaging to provide parents with quick, simple activities to do with their children or reminders to visit the digital hub. We will create an editorial calendar the outlining content and provide 3-5 messages per week.

Other

- Training and support for teachers/teacher trainers and community engagement trainers.

Year 2

Teachers 0-3

- **Series of 20-25 activities appropriate for infants/toddlers.** Activities will feature content appropriate for working with individual children as well as groups of children. Materials will be organized into 5 skill development categories such as talking with children, using music and singing, reading with children, exploring the world (discovery science), and creating nurturing environments for children. Final skill areas to be determined with advisors. Content will be drawn from primarily from the PBS Parents website, including Child Development Tracker and perhaps from *BTL* and *PEEP* for the older toddlers, as developmentally appropriate. We are not recommending using video with this age group.

Parents 0-3

- **Series of 15-20 activities similar to those created for teachers of children 0-3 (see above);** however, it will be written directly to parents (assuming use with individual child instead of children in a group setting). We are not recommending using video with this age group.
- **Messaging campaign:** (See Parents 3-5.) Messages will be appropriate to this age group.

Other

Training and support for teachers/teacher trainers and community engagement trainers.

(7). We will create a series of media-rich professional development training modules for each of the four target audiences (i.e., teachers of children 0-3 and 3-5, and parents of children 0-3 and 3-5). The modules will model best practices for the featured skills or developmental milestones. These flexible training tools may be used in facilitated workshops or as self-initiated online experiences. Users will watch best practices videos and program clips from *BTL* and *PEEP*, discuss what they saw/heard, reflect on their own practice, possibly try hands-on activities to use with children, and respond to a call to action to try it in their classroom or with their child, then reflect on the experience. Below is detailed information about each of these proposed modules:

Year 1

Teachers 3-5

- **Training modules that show best practice teaching and learning strategies for ELA and STEM skill development**, with social/emotional skills integrated throughout. Teachers will be able to earn PDP or CEU credits for the 12-13, 45-minute sessions. The set will include the following media:
 - 3 overview videos modeling best practices for teaching ELA, STEM, and for using media in the classroom;
 - 10 theme-based videos (5 each for STEM and ELA) that go deeper on key strategies/concepts, such as oral language and vocabulary development, recognizing numbers, comparing length or weight, doing hands-on science, kids working together, creating nurturing community;
 - selection of *BTL* and *PEEP* stories and clips; and
 - 1-2 interactives and/or games

Parents 3-5

- **Series of child development modules designed to help parents support their children's academic, social, and emotional growth.** The modules will show best parenting practices that support children's ELA and STEM skill development, with social/emotional skills integrated throughout, and will consist of 6-7, sessions of approximately 30 minutes each. The module will include the following media resources:
 - 1 integrated overview video showing best parenting practices for ELA, STEM with social and emotional weaved throughout;
 - 1 video about using media with your child; and
 - 5 theme-based videos per unit that go deeper on key strategies/concepts: promoting language and early literacy skills, creating a reader, STEM skills like numbers and measuring; science exploration, tracking your kid's progress.

Year 2

Teachers 0-3

- **Training modules that present important developmental milestones and help early childhood educators support children's exploration of the world around them and their social and emotional growth.** This module will also consist of five skill areas with topic such as: talking with children, using music and singing, children and play, exploring the world around you (discovery science), creating nurturing environment. Final skill areas to be determined with advisors. Series will consist of 5-6, 30-45-minute sessions. The modules will include the following media resources:
 - 1 integrated overview video showing best practices for skill areas mentioned above; and

- 5 best practice videos that go deeper into skill areas mentioned in skill areas above.

Parents 0-3

- These training modules will present important developmental milestones and help parents support children's academic, social, and emotional growth. This module will also consist of five skill areas with topic, like: talking with your child, using music and singing with your child, playing with your child, exploring the world around you, creating nurturing environment. Final skill areas to be determined with advisors. Series will consist of 5-6, 30-minute sessions. The modules will include the following media resources:
 - 1 integrated overview video showing best practices for skill areas mentioned above; and
 - 5 best practice videos that go deeper into these skills

(8). WGBH joins the American Academy of Pediatrics in recognizing that exposure to media, including television and the Web, offers both risks and benefits for young children. Infants and toddlers can benefit much more from direct interactions with caring adults than from exposure to media. Activities such as talking and reading aloud are more effective at promoting health brain growth and development of social, emotional, and cognitive skills, and are recommended over television viewing or Web interactives. WGBH's approach is to help parents and teachers understand media through education to help avoid potential risks.

(9). As we envision a program that makes best use of our vast catalog of research-backed and educator-approved media assets, we recognize that there are varying levels of access to both devices and internet connectivity within our target population. While there are certainly countless access scenarios, we've take the best of what we know about national access, plus any information we could glean from EEC staff, to create three access scenarios to which we will tailor our programs to: one set for parents and one for educators.

Note that we believe the best outcomes related to this program will be associated with more robust access to assets, i.e., to videos and games; these materials are central to our approach to media-based education. As such, we propose a pilot program in which we address access issues in a single community by providing pre-loaded tablets to family childcare providers as well as center and school-based providers. These tablets will serve two purposes: as teacher-training tools as well as loaners to families, managed by the teachers. These tablets will not require internet access, and will contain a subset of materials, including videos and games, to augment professional development for teachers and, when/if loaned to a family, videos and interactives for the caregiver and their children.

Access scenarios – Family

- Low or no access: Has cell phone and television with cable. No internet, no computer, no smartphone. *GBH access solution/materials: targeted text messages with suggestions for activities and instructions for accessing loaner tablets from care provider or library (if applicable).*
- Some access: Has cell phone (possibly a smart phone), television with cable. Has a computer for word processing but no high-speed internet access. *GBH access solution/materials: same as “no access” above, plus a mobile-optimized web site with games and videos for those with smart phones.*
- Access: Has cell phone (likely a smart phone), television with cable and a computer with high-speed internet. *GBH access solution/materials: These families will be able to access the most robust level of materials within the hub site and at PBS Parents.org.*

Access scenarios – Program/Educator

- Low or access: Home based centers. Has cell phone and television with cable. No internet, no computer, no smartphone. *GBH access solution/materials: targeted text messages with suggestions for activities and instructions for accessing loaner tablets from library (if applicable). DVDs and print materials provided at training sessions by mentors.*
- Some access: Low-resourced school-based centers. Staff likely shares a single computer with high-speed internet access. Classrooms may contain one computer without internet access. *GBH access solution/materials: We propose a pilot program that provides pre-loaded tablets to these centers that contain key materials.*
- Access: Better-resourced centers, likely school-based. These centers have computers connected to high-speed internet; televisions with DVD players; they may even have tablets. Full GBH materials will be available.

APPENDIX N



APPENDIX N

Race to the Top- Early Learning Challenge Online input

1. Comprehensive Assessment System

What is the state strategy for answering the basic question: how are our children doing?

- children not in childcare, possible to add assessments to well child visits? Would schools be able to do them for birth to eight? One of the problems is that many parents are not aware of the need for assessments. A program that creates parent demand would increase the likelihood of assessments being done.
- Unfortunately, a lot of our data is focused on numbers rather than outcomes.
- I suggest that the state provide intensive coordinated training and combine it with coaching. In some programs the director or educator may be the appropriate person to coach and monitor the quality of the assessments, but in many programs she will not have the skills or time to do this well.
- Stop placing so much on assessment and more on much, gush and playtime should be happening in classrooms. I hate to hear a child say what do you want me to do?
- Support programs in reaching the established QRIS criteria for high quality, asking them to develop Program Improvement Plans and then providing coaching/mentoring to assist them in reaching those goals. The quality of Coaching/mentoring should be assured by requiring that all coaches/mentors complete a specifically designed training program (this process is already in existence through the Wheelock College Aspire Institute).
- As a whole, the children are doing well. However, there are populations that are still struggling to have their needs met due to the need for consistency with assessing children. A more accurate picture can be gleaned if programs and providers (private and public) use a common assessment tool in order to provide a smoother transition to the public school setting.
- Using the electronic assessment systems to gather data.
- The Ecers, Iters, & Sacers are excellent tools for evaluation. Along with the QRIS standards we are definitely able to access "How our children are doing."
- End of year reports from licensed/licensed exempt programs documenting child progress. Tallies of the number of children receiving some sort of early childhood education or enrichment program, and estimates of how many children are still disconnected from such programs. Longitudinal information to show progress/lack of.
- We should ask parents and providers. Ideal would be using a collaboration of community agencies and partnerships working together with parents: including formal and informal child care programs; home visiting programs for infants and toddlers - Parent Child Home Program, Early Intervention, etc; state agencies such as DCF, DEEC and DPH, local projects, WIC, community health centers and local projects involving families with young children and public and private schools including kindergarten teachers!!

- A global outlook at healthy development: not only do we have high quality child care/education but what are the life circumstances when children leave those environments. How do we support families in the many other needs.

Given the tools of screenings (ASQ and ASQ: SE), assessments (formative in QRIS), and norm-referenced assessments (PVT, EVT, Executive functioning), when and where in the birth through eight continuum should these tools be used?

- Basic screenings such as the ASQ should be done at all well child visits. Assessments should be done for all children annually and at six month intervals for birth to 5. Could the schools do these for children not in childcare? There would need to be a mechanism for computer sharing of blind data. The assessment tools available are effective but expensive, particularly for the online versions. Training is difficult to find and expensive. A percentage of children assessed could be considered with the goal increasing annually until all children are included. Training should not only be free, but readily available. Parents need to be brought into the process and educated to expect assessments.
- These tools should begun to be used at 2.9 years of age. When children are referred from an early intervention agency at 2.5, children have 5 months before entering the program (if they qualify). During these 5 months we have seen so much growth occur. It would be more of an accurate measure for school district to assess children at 2.9.
- All along the continuum. The results will be skewed as not all children are enrolled in a learning environment program.
- when they start talking
- The chosen tools may be used in all areas and certainly for the youngest developing child through school age. For example, since language and literacy are so closely related, understanding the stages of early language development beginning with the reproduction of sounds and babbling typical of infants/toddlers is directly related to early literacy development. Knowing the stages and monitoring progress in order to identify atypical development is critical to the success of our youngest children.
- Our district starts to use screening data from age three. We compare student performance data from entry to exit (Kindergarten) to track student performance and to monitor curriculum. Comparison data is collected annually
- Assessment should be considered as part of a relationship and ability to offer a service to help. Families completing a screening online without assistance to evaluate the results and help them to determine what next with those results is very bad practice. Screening and assessment should be completed/offered throughout a child's life span (and by state mandate it is offered through medical providers to all Medicaid recipients) in multiple settings.
- These tools should be used from the very beginning. They should guide the decision making with regards to curriculum and individual plans. By age 3, all decisions should be data driven..however, the social/emotional piece MUST be addressed equally.

How do we ensure the workforce is trained in applying results and collecting data?

- Workforce training! Let's give all our or EEC providers the same language to use with families.
- You will need to train, and then pay for out of classroom time and coaching to make this real. I suggest that in contracted programs the state subsidize an hour of out of classroom time for teachers past breaks. You may also need to invest in recruiting and training substitute teachers. Even with money some centers will have trouble with coverage.
- There MUST be a process for assuring that those who administer these assessments are trained and experienced! Norm-referenced assessments should be administered in a "pre/post" format so that data can be collected on the effectiveness of curriculum. Screenings should be administered immediately upon entrance to a program and/or on a broad-based community-wide level to identify children who may not currently be enrolled in a program but who might need assistance.

- Where you should start first is to address the need for translation of materials and trainings for providers and families. While the tools are in English and Spanish it is difficult to get trainings for Spanish and Haitian providers. You also need to look more closely at the need for High School Diplomas for teachers and provider in child care.

2. Linking schools and communities to promote healthy child development and family engagement

The role the state (EEC and other agencies, including DESE) play in improving linkages among public schools and community based supports – including early childhood programs, birth-5 family support, out of school time, health, child welfare.

- These need to be done in local communities. Regionalizing discourages attendance at meetings. Each community has unique needs. If the information about resources is readily available, people will form their own linkages.
- Offer networking opportunities for public school counselors and teachers to meet community based organization staff (Principals and Superintendents do not have time to meet with community orgs).
- It has to be done locally almost city by city and collaboration has to be built into RFPs for funding. It's all about building relationships and breaking down silos. That takes incentive and time. It has been done in the past in developing cross training between EI and childcare which resulted in the R&Rs developing parent counseling for families with children with developmental delays and also training for educators. Peggy O'Hare and I taught a course Infant and Toddlers at Risk and developed training for R&R I&R counselors.
- Maybe the public school should take over all programs and pay the community based programs the wages and benefits that the public school employees receive. My staff is expected to attend and take courses for professional development and they are not paid to do this. We receive no benefits and my staff work 8 hours a day without breaks which we forfeit for a free lunch.
- Any grants or contract could require establishment of a broad-based advisory committee, much like the "Community Partnerships for Children" councils. Specific representation from various interests could be required on a sign-off basis. Councils could be required to generate agendas/minutes of ongoing meetings. Many of these community councils are still in existence and continue to work to support the interests of children and families.
- Help in educating public schools that quality CBO's can provide all kinds of data reports. When children enter Kindergarten ask for the final report on the child and have it submitted to the teacher; for out of school time, have teachers e-mail back and forth to support individual children's needs. At present CBO's are not all taken seriously.
- I have been trying for 15 years to have our local school system invite our teachers to appropriate trainings they offer their teachers. The school always says it's a great idea...but it never happens. There is a definite stigma to being a preschool teacher and not a "public school" teacher. If the state could require that certain trainings are offered to local private programs, perhaps that would initiate more "linkage."
- This would be forming collaborative in areas using your PDP groups . Especially important for children coming from developmentally appropriate based FCC homes and Preschool program entering Kindergarten. Perhaps schools should truly educate teachers in public systems in Child Development .
- The state agencies would need to be very involved to have this happen. Linkages/transition work between EEC and LEA's sometimes does not occur because DESE does not require this.
- mandate that the public schools MUST include CBOs in all curriculum planning, sharing assessments, included in all PD and making accommodations for providers who cannot leave work for PD. CBOs want to align and work with schools.

- Information sharing; providing a source of current information about all community-based supports for families with young children

How can sectors, which support child development, align under a single frame of child development and family engagement?

- We seem to be moving in that direction. Assessments in early childhood line up with school assessments. The family is the key to this. Most parents are not aware of assessments and the reasons for them. Raising family awareness through media, handouts at pediatricians, library story hours, childcare programs etc. would help by creating both parental demands and cooperation.
- The first step is to develop a singular language we can all use (I think ASQ is a great start). Lack of understanding is the biggest barrier to collaboration currently. Providers and Public Schools don't completely understand what CFCE's do, and vice versa. Networking opportunities for these groups together would help get a conversation going.
- This is a tall order! But your best chance is to do it locally. You have to look at the historic roots of the different fields and how they see their mission. A family centered approach is part of the development of child care but not necessarily the schools, health programs and welfare agencies. A colleague here has told me mental health has moved away from a family approach to a client centered approach due to limits of funding. Again there will need to be incentives and relationships built.
- Let the state provide more free training, staff taking free college courses that would make a more educated member of the team but money needs to be brought into the profession because most people think the EEC educator play all day. Until the profession is brought into a new career status no one cares what we do, I service mostly professional teachers and the daycare educators are still looked at as baby sitters.
- Quarterly meetings hosted by the state with interactive workshops.
- Using the Head Start model and refreshing it with latest understanding in the field and finding an umbrella (EEC) that engages all programs.
- Set big goals, identify key, essential principles. Don't try to micromanage the details.

What specific ideas, resources, activities, operations, and tools could help these linkages take root and foster?

- Overlapping professional development opportunities, the Community Engagement requirement for the QRIS is helping the connection between providers and community organizations, but the public school connection is still missing. The best connection for the schools to the community organizations may be the school counselors. The counselors have the most in common with community organizations in that they are supporting wellness in the child and the family and a little less focused on academics.
- Do assessment training on line, pay to give centers assessment tools, help early childhood center have a one stop center for hiring good substitutes for a day all cleared by DEEC. List material centers should buy that would align to each different program and help with finding money for these purchases.
- The state should plan and coordinate events in which representatives from all areas attend. The events should also contain activities (generated by the state, and not just conversations) in which groups are formulated and one representative from each community organization is represented within groups.
- Goals, objectives, process, meetings, e-mails; make it local and relevant
- I do not feel that "scaling up" is a good thing more useful and powerful things happen with small scale programs and then using collaboration. One size fits all is dysfunctional.

- First , the powers that be need to see the urgency. The MOU was a great beginning. Mindsets need to be reshaped.
- Use the number system that the school uses that follows a child regardless of where they move- it could just have child name, dob and what resources/agency connections used.

3. Family engagement and strengthening

Using the Strengthening Families framework as a foundation for discussion

What is the optimal state (or EEC in concert with other state agencies?) role in ensuring that the needs of all families, with a focus on high needs families, have supports as articulated in the framework?

- Education about child development and family dynamics, beginning in high school; Well publicized readily available resources; Programs that can assess family needs and help them access services.
- Why not put some of the burden on the families instead of pushing it onto the daycare providers. Most work long hours with little pay.
- The state could develop mechanisms for sharing information with families as well as with programs. Provide widely available support and training for programs in using the Strengthening Families assessment. Currently, there is not enough training available for the number of programs/providers who want/need it!
- The state needs to provide more funding for the CFCE grantees.
- Finding out information needs to be simple, one place to go for all families
- Funding needs to be provided in school systems, centers and FCC to hire people to do the strengthening family work. People are already doing more in their jobs in early education and care than is possible.
- The optimal state role would be to hold each person accountable for their roles
- The Strengthening Families framework articulates just what our families need. We need to put it into practice as the Massachusetts Curriculum Frameworks are implemented. Many of our families don't know where to begin but want a better life for their children. As educators of young children we are at a perfect place to help them begin the journey. It is worthwhile to put the time and effort into early childhood, as the investment will pay back dividends for a lifetime.

What are innovative ideas for approaching the challenge of meeting families' needs?

- Handouts of typical development, media attention, well baby home visitors Parenting education in high school (How many times have you heard that you need hours of training to drive a car, but not to be a parent? Since parenting has such important effects on society, why not make child development/parenting part of the high school curriculum?)
- The CFCE's have the most ability to support families in this way, but in many communities they are not well known. The only way to find the services of a CFCE on the EEC website is to know that it is called a Coordinated Family and Community Engagement grant. There needs to be a better way to search for CFCE grantees through words like "parent education", "family support", "playgroups", "social opportunities for parents and families", etc...
- Produce a website for parents of EEC, have articles on behavior problems, how to understand their child's growth and development, why to help children develop positive self esteem, not to do with your child. How to find resources for different problems, health, food and nutrition, social services but do it all on line as a way to enable the parent to become better parents.
- Request funding to build on ALL components of the CSEFEL Pyramid Model as designed by Connected Beginnings, now housed under the Wheelock College Aspire Institute. This is a program that has proven effectiveness. Expand the availability of this training for programs and providers, to inform them about strategies for supporting children's healthy social/emotional development. Provide both training and onsite mentor/coaching. A cadre of trainers and mentor coaches has already been assembled by Connected Beginnings but lacks funding to pay these trainers and mentor/coaches to continue this important work!

- An innovative idea to approaching the challenge of meeting families needs would be to listen and hear what the needs are and have an open mind then act on the specific needs until they are met
- Ramping up the availability of family centers and services provided under the early childhood mental health grant so that it is available to all programs and families. The services would also need to be universal--also available to families whose children are not enrolled in a program. Families have needs regardless of their income and educational levels.
- Work with the medical community - inform pediatricians of the importance of early development that goes beyond health issues.
- 1) Public Awareness campaign in many languages 2) Awareness and information on how families can get involved and how they can EASILY access community services and hear about local family friendly events! 3) Connecting families to each other is our ongoing challenge for all of us. Provide ways that families can do that in formal and informal settings. Smart from the Start in Boston works closely with families living in 5 BHA housing developments, for example, and provides a variety of programs families can participate in.
- more support via social workers, mental health/child psychologist ON SITE

Gaps

- Parents are often not aware of resources. Many have little knowledge of child development and they don't know how to recognize a good childcare program. Computers can't be relied on to educate parents. They don't know where to begin to look for the help that is available. It is probably more a matter of better advertising the resources available than of creating new resources. Think about this--How would you know about EEC if you weren't professionally involved with it?
- The demand for better educated EEC staff. No money is ever produced for these demands and center usually spend most of their tuition money to pay employees. Offer state benefit for EEC educators.
- There is not one place a family can go to find out information for what they need. For instance--If they need a voucher who do they call first. If they need health insurance where do they go or call first
- Services for families who are not in the mixed delivery system, not in programs that accept voucher and are not typically considered to be at risk.
- the gaps are the communities that now use the old CPC money/never had a family network and haven't switched to a more family supportive versus program supportive model

4. Quality Rating and Improvement System

How can EEC ensure that programs participate in and move up the QRIS system?

- QRIS needs to be publicized. If consumers demand it, educators will rise to the occasion.
- Go to them! If representatives set up more dates with community organizations to be available for questions and discussions about the QRIS, information would be more readily available and less intimidating. If that is not possible, part of the CFCE grant is to support providers, train CFCE coordinators in the QRIS steps and requirements so they can provide that information and support at a community level.
- To do this you need to time resources with implementation. Everything went too fast and the training delivered did not meet the needs of those trying to implement. The state needs to be real about the skills of those in the field. While credentials are important the reality is that at present salary rates what we are working is sometimes very smart and dedicated paraprofessionals many who are not at a college level in their reading and writing skills and are acculturating and learning themselves. This takes time. If you go too fast you will have no reality to the things you create.... phony assessments and people with credentials but no skills or knowledge. Slow down, put real resources in training, coaching and quality checks. You can't do this on the cheap.

- Offer on line training and a call center for trouble shooting problems.
- A buy in by owners and or Directors of programs. A system of unannounced visits by licensors or additional personnel trained in what to look for. So many programs are licensed but surely do not meet any kind of quality.
- They could require QRIS system to be implemented in a 5 yr plan to continue licensing of private daycare agencies.
- Well first you need to educate provider not in systems. Systems have been supporting provider in their programs for this for five years and now that it is here providers are overwhelmed. You process has set up a large group of providers who are either old providers or new and under educated. Licensing should not license a provider who does not have a GED or a High School Diploma. Provide more courses and trainings on Saturdays for FCC providers. Set up a clear path for provider moving through the scale.
- tie to funding sources that become available as programs move up the QRIS system - economic incentives!
- The state needs to decide whether it will be QRIS or ACCREDITATION that will determine "quality". States that do have a QRIS system in place automatically assign a certain amount of "stars" for programs that are accredited. Some states have their highest rating be accreditation while others have the 4th or 5th star include areas NOT COVERED by accreditation. This system makes perfect sense. Our current system minimizes the effort, process and outcome of obtaining accreditation. For years EEC (OCCS) stated that programs needed to be accredited..now it a QRIS system..decide and move forward.
- First, EEC must communicate to each and every program (administrators, board members, staff, early educators and families)a clear vision for a high quality system of early care and education AND the specific and concrete challenging but achievable steps to get there. The vision must come first and be available/visible to everyone so that programs can see clearly their role and their responsibility to participate. Secondly, EEC must build and fund a complete QRIS System with all five components including supports, incentives and rewards for quality improvements. The system must recognize the very real challenges faced by providers and educators working in an under-resourced and highly demanding field and address the day-to-day barriers including those related to salary and benefits commensurate with education, knowledge, skill and experience. Programs will not own the agenda until the very real daily challenges they face are recognized and addressed with solutions they understand and agree to, and that are supported with adequate resources.
- Strict adherence and good communication with directors/principals is crucial. Perhaps a network so that folks would be able to talk through any questions before reaching out to EEC.

What is the appropriate time frame for meeting all requirements?

What are the obstacles that prevent programs from moving forward and how can they be overcome?

- Time and expense (training, assessments, accreditation, equipment etc.) Motivation (What is in it for programs?) Support (Many programs don't know how to begin, it can be overwhelming and they may not feel up to the task.)
- Lack of skilled trained staff, lack of funding to take teachers out of the classroom and mentor and train and give them time to reflect, plan and do input into computers, lack of computer, literacy in English skills, directors who are young and inexperienced without adequate preparations. The necessity to balance the budget with everything costing more and the more intensive needs of families caught in the net of unemployment, racism and poverty while services are being cut. The breakdown of the mental health system that affects parents, children and staff. Overload of work with directors working 60 hours and still not able to keep up. Low salaries and low retention... the public schools paying para better than our teachers. We've lost quite a few who have obtained skill and credentials.
- Money, Money and more money. I can only pay my teachers from my tuition and it is a small center. We offer no benefits and this usually leads to burn out or better paying jobs outside.

- Some of the obstacles are money for upgrading equipment, increases in salary for quality teachers and substitutes to cover so staff can be released for planning time
- Education level of provider/teacher. Need for translations and language based trainings and course work . EOL course should be enhanced and financial support is needed. The same for provider having to get GED language and financial support is needed.
- Lack of resources, high turnover of staff, need for on site consultation. Funding to provide resources, increased salaries and on site consultation.
- Lack of understanding of what the state is doing and why. EC professionals need to see and understand a clear vision for where they are being asked to go - the system AND rationale for the state's policy decisions and requirements. In order to engage in successful problem-solving to overcome obstacles to quality at their individual sites, early educators must understand what they are aiming for AND have the resources available to implement their solutions. Too many changes have happened too quickly so that programs do not have clear and adequate information about the System and how to participate. Not having appropriate and working technology systems is a huge frustration for programs and causes them to dis-engage. Building and maintaining strong individual relationships with knowledgeable people at the local level is critical for engaging programs and supporting them in moving forward. Having regular on-site support for information sharing, problem-solving, and for building high quality programs is the best way to identify the needs and plan improvements. Flexible funding must then be available to implement the improvements and resources available to plan for maintaining those quality improvements.

What do small providers need to succeed in entering/moving up the system?

- Support and encouragement, mentors and resources, financial assistance
- Many of the small and family childcare providers got into the "business" to fill the gap they saw in their community. They opened their doors to provide an affordable option to parents, but as the requirements to stay opened get more and more taxing, prices go up or providers close their doors... In my opinion, we have to find a way to make the QRIS attainable for these smaller providers because they are very important in our community as many times they are the only affordable option for families.
- Mentoring, substitutes, a simpler way to obtain resources than hours of filling out confusing computer forms that often collapse or disappear as you work. Scholarships for their teachers and money to increase wages when credentials are earned.
- I would love to enter but I need to find training and if I am not paid for my training I have too much other paperwork to complete.
- Support/positive reinforcement and recognition of the things they have already achieved and are currently doing WELL, and positive motivation to take necessary next steps to move up! This kind of reinforcement/support could be provided through mentoring/coaching. Based on what I have learned from working in the field with many programs/providers, the current system of licensing (which tends to be punitive rather than supportive) generates an atmosphere of resistance rather than motivation. They need to believe that the QRIS system represents what CAN be achieved, and that they are capable of pursuing/reaching those goals!
- They need a QRIS mentor without having to receive the grant money. Have the mentor come into the center and with the director and teachers meet and determine what their needs are and then help with the grant application. Only qualified grant writers were able to access these monies.
- Concrete support in all aspects of quality from program structure and administration to building, classroom and learning environments, curriculum content, teaching and family engagement. But small providers especially need flexible funds that can provide deeper staffing so that work time includes administration, supervision, reflection, assessment, and planning in addition to meeting the daily education and care needs of children and families. Without time to attend to learning about the tools, engaging in self-assessment, to reflect and problem-solve, during their work-day, small providers will continue to struggle to meet the daily demands of providing the basics

of safe and healthy learning environments - without the ability to maintain ongoing efforts towards moving up in the system.

What is the appropriate EEC role in providing support for participation and what support should be localized?

- continue scholarships, pay for training and fees for accreditation, make screening/ assessment tools available at reasonable cost. (Could there be a state assessment tool created that programs could use with out fees? or could the state buy existing assessment tools in bulk and reduce overall costs?) Locally encourage the formation of support/training mentoring groups. give time off for training.
- The work you are doing with Frameworks and the United Way is important. We have to have our communities see child care in the way they see public school and lights on the street as a basic necessity. Everyone needs to get on board. We need real funding. The field cannot go on subsidizing the work for families who can't afford to pay for quality care. We are keeping our finger in the dyke in most cases.
- 1. Collect data on what programs have achieved; 2. Listen to concerns/barriers about what currently cannot be achieved; 3. Make adaptations in QRIS criteria based on data from #2 above; 4. Assure that program evaluation is objective (outside EEC licensing) and that programs receive support in pursuing program improvement goals.
- EEC must make sure that programs are living up to the quality with monitoring. This can be accomplished regionally with information flowing to a central department at EEC headquarters.
- Funding for time and jobs. Actual people to talk to not just help through the computer.
- Local support should be the focus because that would provide provider/teacher for familiar training and meeting places, people they know and who may have the language needed and the state should give the local groups the need funding to meet the needs for trainings, parent training, links for schools, college courses, EOL classes, more GED groups, CDA support, mentors and advisors for cohorts of providers. Work with Systems so they can enhance the support being provided. For QRIS to be successful we wont see results for 10 years but the route there will support the children and families as we all move forward.
- Provide a clear and concrete vision with supporting rationale. Provide clear information and make it readily available. For example, create better search tools for the EEC website. Create a website that is more user-friendly and which carries more visual reminders that our work is with children and families not documents, numbers and papers.(photos of children and families)Repair any glitches to the technology. Create technology systems that allow users to come and go, save their work if they get interrupted - because they WILL get interrupted! Listen to reactions and questions from the field by providing responses to input and concerns raised by those working in the field at the program level. Local and on-site support should be provided in the form of knowledgeable individuals who can answer questions, clarify requirements, expectations and other information. Some funding support should be flexible so local decisions can be made as to the best way to support the necessary quality improvements for that particular community and the programs and families in that particular community.

5. Supporting the early education workforce through Practice- based support

Respecting the goal of building leadership and developing expertise within the scope of the each program, how does the state provide support? How do we build a system of real time practice based supports for educators?

- In my role as coordinator for a family child care system, I am the resource for a group of contracted provider. I am currently concluding an 18 month CDA class that providers were able to attend without charge. We furnished the books, observers and mentors. In the beginning, providers were unsure that they could accomplish the task. Many of them had not been to school in years and had only finished high school. As we progressed, they became more sure of themselves and formed support groups. When I start a new group, I will call on these providers to support the new candidates. Hopefully, everyone will benefit and it will build on itself. I am already talking to them about getting associates degrees.
- You will need dollars, consultation and training. I would go with the R&Rs to implement because they are a national system with resources. They also have dealt with multiple clients; parents, businesses, providers in

out of school, family child care and centers. They have community advisories and most of them have some fiscal sophistication. I am not sure why the state has dismantled them? They have capacity to deal on a local level and yet be coordinated to do the work, It is short sighted to have so large a central entity. Read Schumacher's book Small is Beautiful. His thinking is right in my experience.

- Whenever my staff are taking courses I have become a mentor to them. All directors need to take time for their staff and encourage life time learning.
- 1. Utilize and expand the Wheelock Aspire Institute training program for highly qualified individuals to serve as mentor/coaches; 2. Provide a mentor/coaching certificate as a requirement to ensure that those providing mentor/coaching are sufficiently qualified; 3. Expand the Connected Beginnings initiative of training/support for the CSEFEL Pyramid model at the program level.
- Start by offering an enterpreneurialship training as well as any training needed for a program to be successful
- Doing a job well, is its own reward. Pride and satisfaction in running a successful classroom is a teacher's greatest reward and no amount of cash can predict that, but careful training and mentoring can.
- Identify model programs, and use them as learning labs to build expertise.
- Focus on professional development for Reflective Practice which is a necessary skill for anyone to engage in authentic self-assessment required by the QRIS and all its tools.

What should be the standards/rubrics around effective coaching that adequately address the goal of building capacity within the program and educators themselves and how can we design a system that achieves results but is economically sustainable?

- Begin from an educators perspective, break things down into manageable steps, as goals are reached get them to help those coming up behind them. The hardest part is getting people to understand they can succeed. Don't overwhelm them or they won't begin the process. Provide a resource person/mentor who understands what the educator is going through. Two other things that educators would greatly appreciate are sick time off and assistance with health care costs.
- Last year we had the mental health grant and I found it a fabulous service, where I had a specialist working with me, staff, children, parents, environment, this was the first year I felt good about calling a professional just to bounce ideas off her. My staff would hear the same words out of her mouth that I had said but it seemed to be more effective coming from her.
- 1. Highly qualified individuals that have completed a specific level of training and certification; 2. Long term work directly with a programs that allow the coach/mentor to develop a strong and supportive relationship with the administrator and program staff; 3. Mentor/coaches would work with programs to identify long-term sustainable program improvement goals.
- EEC should look at works in this area from Knight, Danielson & McGreal and others.
- The standards exist already, QRIS, Competencies, Accreditation. The key is to monitor with follow through to ensure programs are meeting expectations.
- Positive supervision with appropriate training and support.
- the standards should be high and focused on how to make sure the programs are successful
- Clear and understandable and the same across the board. coaches should be people in the field, in systems and PDP groups they know the providers best. Train the coaches, provide ongoing support of advisors, cohorts for support, and set deadline the people they are helping can be successful at meeting. We can not expect this to all happen in a year. We teaching a whole new approach and setting very high expectation for provider/teachers and the people supporting them. Be realistic about timelines not March and done in July. Develop a better way of getting information and expectation out long before you decided to start.

- Focus coaching first on Reflective Practice and on coaching program administrators on how to engage current staff and orient new staff in reflective practice for self-assessment, self-study, and ongoing quality improvements. Incorporate the current research in effective coaching practices into the system and learn from the T4Q coaching recommendations. Provide PD for programs about how to prepare for and use coaching for effective program improvements which will lead to the identification of appropriate next-steps and clearly articulated concrete goals to be addressed through coaching. Seek a model that supplies adequate "dosage" for establishing engagement and momentum for quality improvements aimed at clearly articulated and concrete goals.
- If we use the talent that we have it will be economically sustainable. Having directors /principals meet regularly to share ideas and create rubrics that will be observed by all throughout the state will make a consistent system.

6. Compensation

Given that the state cannot increase compensation for all early educators, what are innovative ideas for; How can the state leverage its limited resources to create progress in improving compensation?

- Create parent demand. Demand will increase compensation for programs. Recognize that grants are time consuming administratively counter productive and only reach the programs who would perform without them. The best way to improve participation is by direct financial incentives. Even 25 cents extra for each level will produce results. (the 4-tier system is a case in point)
- Tax deductions for those who work in the field. Scholarship reimbursement. Ways to credential teachers who may not come in via traditional routes but have skills and can work well with children (art students, musicians, gym teachers). Many programs have donated buildings. How about the state providing free health care to child care educators or at a reduced rate. In the end it all comes down to money.
- At this point all are stretched to the limit. More funding and people are needed.
- Include private child care providers in the state health and retirement systems. That would encourage more qualified trained degree teachers to seek employment, albeit at a much lower salary, in a private daycare. There is no money in owning or operating a private daycare so many directors scrimp on their classrooms and hiring of qualified personnel.
- The issue could be re-framed. Some say that resources put into professional development is throwing away money. Not until compensation is increased will the field attract and retain qualified staff; compensation should be a high priority for funding.
- One has to pay providers who have a BA in early education the same as public school teachers..
- EEC should work to eliminate work and training requirements for Parents who have children 3 years of age to five. EEC should have the same system as Public Schools. This system should start at 3 years of age. (K-12).
- This is really tricky as I know funds are limited. Maybe we could encourage all members to receive as much professional development as possible so they could move into better paying positions. Also the state could provide some of the PD.

How we can expand the definition of compensation to include non financial benefits like professional development?

- Scholarships, free training for accreditation, paying for accreditation all are benefits, but direct compensation will provide the best incentive. awards, contests etc.
- If professional development is the only answer you will have a revolving door. The work is hard and takes skill and emotional strength and the pay is less than a parking lot attendant. We have to be real!!!!
- Recognize professional development strategies in applying for advancement in QRIS levels (find a simplified way of giving individuals credit for PD).
- Sometimes compensation is knowing you are doing a good or better than good job.

- Right now people in the field are working full time jobs and going to school this is too much to expect. People need time to live their lives a side from work as well.
- Share with public school trainings. A public school hires an excellent trainer for \$2500 and has 150 teachers in attendance. It would cost no more to have the local day care teachers (25) invited.
- Providing free course and trainings is always great. Providing mentors and advisories for free is great. Celebrate the provider accomplishments.
- Another important piece of compensation is health insurance--can the state somehow provide affordable health insurance for family child care providers and centers--for their staff? Another option is for income eligible educators to be assured a voucher and perhaps to increase the income guidelines for them; this would be viewed as compensation and would be meaningful to them. Including professional development as compensation will be a hard sell given that the pay is so low and it doesn't help them pay rent, buy food, pay for child care. I am not sure that scholarship recipients even consider the scholarship as compensation which they should.
- You cannot..once educators in CBOs are educated, they will work until "something" opens up in the public schools especially if they are of color and bilingual. Aides in the public schools make as much as educators in a CBO setting..BUT aides have associates in some cases and the CBO counterpart has a BA in early education..

How can programs reward and incent professionals in ways that are not financial?

- Publicize the professional's efforts. Give awards. Educate parents to show appreciation.
- If Wall Street thinks it needs to compensate well to get the best brains why does the government not think the same. Yes, there are many of us in our fifties and sixties who came into the field for idealist reasons. Few of our children will follow in our steps. They have seen the financial impact on their lives. Without a partner to subsidize you, as a child care professional you barely survive.
- In today's market with DEEC being poorly paid employees I cannot think other than a financial reward would appeal to anyone.
- Birthdays off, occasional lunch, teacher of the month, free tuition for employee children, time out of the classroom for a lunch break, stock the teacher room with coffee, tea, cocoa etc., provide a staff bathroom stocked with special items, flowers in common area, gift ctfs
- We are doing what we can now. Punishing programs for mistakes is a negative way, people are needed to work with professionals to help them have time and space to think out of the box and be human beings. It isn't all about money, people need time for their families and other interests in life.
- With more flexible scheduling, benefit packages, and more relaxed work areas.
- Provide leadership opportunities and other opportunities to move up so that their position isn't flat. Media campaign about the value and importance of the work
- time off tenure freebies from the business community
- the PD grant has taken away the small, low cost local workshops that our providers who have degrees or aren't going to get a degree would attend- continuing to offer these as way to build some quality even if it isn't a degree or a CDA

OTHER COMMENTS:

- I have worked in childcare in Massachusetts since 1982. I am excited by the emphasis on professionalism. At the same time, I am aware that some educators feel there are too many requirements and are giving up their licenses. I think that a clear concise presentation of the state's goals would encourage people. I am hearing a "what next" rumbling. If educators understood the reasons for professionalism and knew that they would be supported in and applauded for their efforts, they would be more likely to participate. Financial incentive is also a great motivator. Parents who are educated to understand that accreditation and QRIS levels mean better care for their children will be more likely to support educators who meet these standards.
- Thanks for all your hard work and including our feedback along the way!
- In working with programs as a QRIS T4Q mentor coach, and listening to the experiences of other coaches, it appeared that there were a few programs that applied for the grant ONLY to get materials and equipment, but who lacked real intention/commitment to work toward program improvement goals. I wish there had been a way to ensure programs' long-term commitment!
- I feel that our culture has lost sight of the important issues. We need families that can be there for their children with time, not just money. We need communities that know each other and have time and interest to stop and help each other out. Many businesses do not allow any flexibility for the people that they employ. People in our culture often do not have the time and understanding to raise well adjusted children. Many families have no one who knows how to cook real food. I know that this doesn't sound very "professional" but it is how I feel. It is also very hard to expect people to get education yet not have any hope for a job or raising their standard of living. Some people have natural wisdom and talent and that should count as well as their education. These are my personal opinions and should not reflect on MOC.
- What is required is bold innovation. The Welfare To Work system needs to go. Early Education should be included in the Public School System. In fact there should be one system. PreK-12. However, keeping each agency responsible for their sector.

APPENDIX O

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Health Resources and Services Administration**

Maternal and Child Health Bureau

**Affordable Care Act (ACA) Maternal, Infant and Early
Childhood Home Visiting Program**

Announcement Type: New
Announcement Number: HRSA-10-275

Catalog of Federal Domestic Assistance (CFDA) No. 93.505

FUNDING OPPORTUNITY ANNOUNCEMENT

Fiscal Year 2010

Application Due Date in Grants.gov: *July 9, 2010*

Release Date: **June 10, 2010**

Date of Issuance: **June 10, 2010**

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Legislative Authority: *Social Security Act, Title V, Section 511 (42 U.S.C. 701)*, as amended by the Patient Protection and Affordable Care Act of 2010 (ACA) (P.L. 111-148).

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I. Funding Opportunity Description

1. Purpose

On March 23, 2010, the President signed into law the Patient Protection and Affordable Care Act of 2010 (Affordable Care Act or ACA) (P.L. 111-148) (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_bills&docid=f:h3590enr.txt.pdf pages 216-225), historic and transformative legislation designed to make quality, affordable health care available to all Americans, reduce costs, improve health care quality, enhance disease prevention, and strengthen the health care workforce. Through a provision authorizing the creation of the Affordable Care Act (ACA) Maternal, Infant, and Early Childhood Home Visiting Program, the Act responds to the diverse needs of children and families in communities at risk and provides an unprecedented opportunity for collaboration and partnership at the Federal, State, and community levels to improve health and development outcomes for at-risk children through evidence-based home visiting programs. The funds are intended to assure effective coordination and delivery of critical health, development, early learning, child abuse and neglect prevention, and family support services to these children and families through home visiting programs. This new program plays a crucial role in the national effort to build quality, comprehensive statewide early childhood systems for pregnant women, parents and caregivers, and children from birth to 8 years of age – and, ultimately, to improve health and development outcomes.

The ACA Maternal, Infant, and Early Childhood Home Visiting Program is designed : (1) to strengthen and improve the programs and activities carried out under Title V; (2) to improve coordination of services for at risk communities; and (3) to identify and provide comprehensive services to improve outcomes for families who reside in at risk communities. At-risk communities will be identified through a statewide assessment of needs and of existing resources to meet those needs. HRSA and the Administration for Children and Families (ACF) intend that the home visiting program will result in a coordinated system of early childhood home visiting in every State that has the capacity and commitment to provide infrastructure and supports to assure high-quality, evidence-based practice.

The program enables eligible entities to utilize what is known about effective home visiting services to provide evidence-based programs to promote: improvements in maternal and prenatal health, infant health, and child health and development; increased school readiness; reductions in the incidence of child maltreatment; improved parenting related to child development outcomes; improved family socio-economic status; greater coordination of referrals to community resources and supports; and reductions in crime and domestic violence.

This program requires participating States to utilize evidence-based home visiting models and provides an exciting opportunity for States and the Federal government to work together to deploy proven programs and build upon the existing evidence base. The program allows for continued experimentation with new models and evaluation of both new and existing approaches so that, over time, policy makers and practitioners will have more refined information about the approaches that work best, how different approaches work for different kinds of target populations or targeted outcomes, and the relative costs and benefits of different models.

HHS will soon be publishing proposed evidence-related criteria for public comment through the Federal Register. Those criteria will be based on an exhaustive study of research evidence

related to home visiting programs and will provide a user-friendly source of information for States about different models and the evidence of effectiveness associated with them.

The process for fulfilling requirements necessary to use FY 2010 ACA Maternal, Infant and Early Childhood Home Visiting Program funding will include three steps. The first step is submission of an application for funding (which will include a plan for completing the needs assessment and a plan for developing the program in order to meet the criteria identified in the legislation); the second step is submission of the needs assessment itself; and the third and final step is submission of an updated plan for addressing the needs identified in the assessment. If a State has chosen to apply for home visiting funding under this program, the third submission should include an updated description and justification for the proposed program design, including how proposed models meet the evidence-based criteria as part of its plan for addressing identified needs and how the State will implement the selected program/s effectively and with fidelity to the model/s.

Please note that a complete needs assessment that meets the requirements outlined in section 511(b)(1-2) of the Act is required of every State as a condition of receiving payment of FY 2011 Title V Block Grant funds, regardless of whether the State intends to apply for a grant to provide home visiting services.

To accomplish these steps, two other funding opportunity announcements (FOA) will be issued in addition to this initial funding announcement. These are described below.

Estimated Timeline:

	Date of publication
Initial FOA published	Within 30 days
State application for funding opportunity due	Late June 2010
Full Needs Assessment FOA published	Mid-July 2010
FY 2010 funds awarded to States (with restrictions)	Mid-August 2010
FOA published for Updated State Plan (including evidence-based criteria)	September 1, 2010
State Needs Assessment due	Early FY 2011
Updated State Plan due	

1) **Funding Opportunity Announcement for Needs Assessment**
(State response due July 9, 2010)

This first FOA provides instructions for States to submit an application for 2010 funding. It provides instructions for States in 1) assessing the availability of data presently available in the State for completing the needs assessment, 2) identifying the additional information that will need to be collected, 3) specifying how the State plans to go about conducting the needs assessment over all, and 4) meeting the requirements for ACA Maternal, Infant, and Early Childhood Home Visiting funding. This FOA includes:

- A summary of the data elements that must be collected as part of the full needs assessment (see Specific Requirements for Initial Application below).
- Instructions for providing an appraisal of sources of data available to your State for assessing communities at risk, providing information on the quality and capacity of existing home visiting services, identifying any anticipated problems or obstacles in

obtaining this information, and describing anticipated needs for technical assistance focused on resolving such obstacles, and

- Information required for a successful funding application.

Approval of this application will serve as the basis for obligating FY 2010 funding for your State under the ACA Maternal, Infant and Early Childhood Home Visiting Program with restrictions. All but \$500,000 of the State's allocation will be restricted, and funds will not be available for expenditure until such time as the State submits an approvable needs assessment and Updated State Plan for the home visiting program. The unrestricted funds may be used for planning or implementation activities associated with the establishment of early childhood home visiting programs.

2) **Full Needs Assessment Funding Opportunity Announcement**
(FOA published Late June 2010, State response due September 1, 2010)

Section 511(b) of Title V, as amended by ACA, requires that a statewide needs assessment be conducted that is separate from the needs assessment required under section 505(a) of Title V for the MCH Services Block Grant. This needs assessment must be coordinated with and take into account the needs assessments required by (1) the Title V MCH Block Grant program, (2) the communitywide strategic planning and needs assessments conducted in accordance with section 640(g)(1)(C) of the Head Start Act, and (3) the inventory of current unmet needs and current community-based and prevention-focused programs and activities to prevent child abuse and neglect, and other family resource services operating in the State required under section 205(3) of Title II of the Child Abuse Prevention and Treatment Act (CAPTA).

The assessment must:

- 1) Identify communities with concentrations of premature birth, low-birth weight infants, and infant mortality, including infant death due to neglect, or other indicators of at-risk prenatal, maternal, newborn, or child health; poverty; crime; domestic violence; high rates of high-school drop-outs; substance abuse; unemployment; or child maltreatment.
- 2) Identify the quality and capacity of existing programs or initiatives for early childhood home visiting in the State, including the number and types of individuals and families who are receiving services under such programs or initiatives; the gaps in early childhood home visiting in the State; and the extent to which such programs or initiatives are meeting the needs of eligible families.
- 3) Discuss the State's capacity for providing substance abuse treatment and counseling services to individuals and families in need of such treatment or services.

The second FOA will provide full specifications for conducting a collaborative needs assessment in your State, including templates and instructions for reporting:

- Data identifying communities at risk,
- The quality and capacity of existing programs for early childhood home visiting, and
- The State's capacity for providing substance abuse treatment and counseling services.

Submission of a complete needs assessment that meets the requirements as outlined in section 511(b)(1-2) of the Act to the Secretary meets the condition specified under the law for receiving payment of your State's FY 2011 allotment under the Title V Block Grant.

- 3) Funding Opportunity Announcement for Updated State Plan and for a State ACA Maternal, Infant, and Early Childhood Home Visiting Program Grant, including Evidence-Based Criteria for Model Selection
(FOA published Mid-August 2010, State response due early FY 2011)

The third FOA will provide instructions for submitting an Updated State Plan for responding to the results of the needs assessment. This FOA will specify:

- Requirements for reporting on the State's strategy for addressing service gaps identified as part of the needs assessment, and
- Criteria for evidence of effectiveness of home visiting models that qualify for funding under this grant program, what States must include in their applications to demonstrate that their programs meet the evidence criteria as set forth by HHS, and other information required for funding of a grant for FY 2010.

When this third submission has been approved by the Secretary, the remainder of funds obligated under this program for FY 2010 will be available to be drawn down.

Prior to the issuance of the third FOA, HHS will provide an opportunity for public comment on proposed criteria for assessing evidence of effectiveness of home visiting program models. The final criteria for assessing evidence of effectiveness of home visiting models will be stated in the third FOA, and the State's Updated Plan for the home visiting program grant must propose implementing a model (or models) that meets these criteria.

2. Background

HRSA and ACF believe that home visiting should be viewed as one of several service strategies embedded in a comprehensive, high-quality early childhood system that promotes maternal, infant, and early childhood health and development and that relies on the best available research evidence to inform and guide practice. Recognizing that the goal of an effective, comprehensive early childhood system is broader than the scope of any one agency, HRSA and ACF are working in close collaboration with each other and other Federal agencies and look forward to partnering with States and others to foster high-quality, well-coordinated home visiting programs for families in at-risk communities. We realize that coordination of services with other agencies has been an essential characteristic of State and local programs for many years. We will continue to encourage, support, and promote the continuation of these collaborative activities, as close collaboration at all levels will be essential to effective, comprehensive home visiting and early childhood systems.

HRSA and ACF believe, further, that this legislation provides an unprecedented opportunity for Federal, State, and local agencies, through their collaborative efforts, to effect changes that will improve the health and well-being of vulnerable populations by envisioning child development within the framework of life course development and a socio-ecological framework. Life course development points to broad social, economic, and environmental factors as underlying contributors to poor health and development outcomes for children, as well as to persistent

inequalities in the health and well-being of children and families. The socio-ecological framework emphasizes that children develop within families, families exist within a community, and the community is surrounded by the larger society. These systems interact with and influence each other to either decrease or increase risk factors or protective factors that affect a range of health and social outcomes.

The life course development and socio-ecological frameworks highlight the importance of positive interventions at sensitive developmental periods and address social and environmental determinants critical in improving outcomes and reducing disparities. Ideally, such interventions begin before birth and extend throughout the life course and across multiple generations. Research and evaluation of home visiting programs show that high-quality home visiting programs can play a critical role in optimizing life course development as part of a comprehensive early childhood system that considers children and families within the context of the communities and society in which they live. The overall goal of this comprehensive, evidence-based service delivery system is to provide, promote, and facilitate interventions that address the diverse needs of children and families at risk -- including child health, mental health, welfare, and education -- helping to assure that all individuals can reach their full potential for health and well-being.

II. Award Information

1. Type of Award

Funding will be provided in the form of a grant.

2. Summary of Funding

This program will provide funding during Federal fiscal years 2010 - 2014. This FOA only addresses funds available to States and territories in Federal Fiscal Year 2010. Approximately \$90,000,000 is expected to be available in fiscal year 2010 to fund 56 grants. Funds made available to a State in FY 2010 shall be available for a 27-month budget and project period for expenditure by that State through the end of Federal FY 2012.

A separate FOA for funding available to Indian Tribes, consortia of Indian Tribes, Tribal Organizations and Urban Indian Organizations will be announced at another time.

The FY 2010 funds will be distributed to States using a formula determined by: 1) an equal base allocation of \$500,000 for each State; 2) an amount equal to the funds, if any, currently provided to a State or entity within that State under the Supporting Evidence Based Home Visiting (EBHV) Program administered by the Children's Bureau of the Administration for Children and Families; and, 3) an amount based on the number of children in families at or below 100% of the Federal poverty level in the State as compared to the number of such children nationally. A Table of the Estimated Amount of Award for each State is included as Appendix B. Applicants may not apply for more than the designated amount of funding for their State or territory.

Upon receipt of an approvable application under this announcement, a notice of grant award for the State's allocation under the above formula will be processed. All but \$500,000 of the State's allocation will be restricted, and funds will not be available for expenditure until such time as the

State submits an approvable needs assessment and Updated State Plan for the home visiting program. The unrestricted funds may be used for planning or implementation activities associated with the establishment of early childhood home visiting programs.

HRSA and ACF are committed to continuing to fund all eligible States and territories via a formula grant throughout the five-year program period in order to build capacity for high-quality evidence-based home visiting programs in every State. All FY 2010 program funds will be distributed by formula as described above. To encourage exemplary programs, HHS plans to allocate the increase in funds based upon States' capacity and commitment to improve child outcomes specified in the statute through the implementation of home visiting programs with fidelity to high-quality evidence-based models.

Funding beyond the first year is dependent on the availability of appropriated funds for "Home Visiting Program" in subsequent fiscal years, grantee satisfactory performance, and a decision that continued funding is in the best interest of the Federal government.

As required in section 511(h)(2)(B) of Title V as amended by the ACA, if a State has not submitted an approvable application by the beginning of FY 2012, funding may be available for non-profit organizations to compete to implement a statewide evidence-based home visiting program in that State.

III. Eligibility Information

1. Eligible Applicants

Eligibility for funding is limited to a single application from each State, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, the Northern Mariana Islands, and American Samoa. The Governor has the responsibility and authority to designate which entity or group of entities will apply for and administer home visiting program funds on behalf of the State.

The initial application must demonstrate that the designated entity or entities have strong organizational capacity to implement the activities involved in carrying out an evidence-based home visiting program.

For example, the entity or entities selected to administer the program funds would ideally have experience administering early childhood home visiting programs and working across systems and in partnership with diverse stakeholders to plan, implement, and sustain programs for children and families. Entities should also have the capacity to review the evidence criteria that will be established by HHS and to determine how the evidence-based requirements of the program will be met.

Regardless of the entity or entities designated by the Governor, this application must contain the concurrence (through letters of support) of the:

- Director of the State's Title V agency;
- Director of the State's agency for Title II of CAPTA;
- Director of the State's Single State Agency for Substance Abuse Services;

- Director of the State's Head Start State Collaboration Office.

To ensure that home visiting is part of a continuum of early childhood services within the State, this application should be coordinated to the extent possible with the strategic plan developed by the State Advisory Council established under section 642 B(b)(1)(A)(i) of the Head Start Act, 42 USC 9837B(B)(1)(A)(i), as well as with: the State's child care agency, the State's education agency; the State's child welfare agency, if this agency is not also administering the Title II of CAPTA program.

2. Cost Sharing/Matching

There is no cost sharing or match for this program.

3. Other

Any application that fails to satisfy the deadline requirements referenced in *Section IV.3* will be considered non-responsive and will not be considered for funding under this announcement.

Maintenance of Effort

Funds provided to an eligible entity receiving a grant shall supplement, and not supplant, funds from other sources for early childhood home visitation programs or initiatives. The grantee must agree to maintain non-Federal funding (State General Funds) for grant activities at a level which is not less than expenditures for such activities as of the date of enactment of this legislation, March 23, 2010.

IV. Application and Submission Information

1. Address to Request Application Package

Application Materials and Required Electronic Submission Information

HRSA requires applicants for this funding opportunity to apply electronically through Grants.gov. All applicants *must* submit in this manner unless the applicant is granted a written exemption from this requirement in advance by the Director of HRSA's Division of Grants Policy or designee. Applicants must request an exemption in writing from DGPPWaivers@hrsa.gov, and provide details as to why they are technologically unable to submit electronically through the Grants.gov portal. Your email must include the HRSA Announcement Number for which you are seeking relief, the name, address, and telephone number of the Organization and the name and telephone number of the Project Director. Make sure you include specific information, including any tracking number or anecdotal information received from Grants.gov and/or the HRSA Call Center, in your justification request. As noted, **HRSA and its Grants Application Center (GAC) will only accept paper applications from applicants that received prior written approval.**

Refer to Appendix A for detailed application and submission instructions. Pay particular attention to Sections 2 and 5 that provide detailed information on the application and submission process.

Applicants must submit proposals according to the instructions in Appendix A, using this guidance in conjunction with the SF-424 Application Forms. These forms contain additional general information and instructions for grant applications, proposal narratives, and budgets. These forms may be obtained from the following sites by:

(1) Downloading from www.grants.gov

Or

(2) Contacting the HRSA Grants Application Center at:
 910 Clopper Road
 Suite 155 South
 Gaithersburg, MD 20878
 Telephone: 877-477-2123
HRSA.GAC@hrsa.gov

Instructions for preparing portions of the application that must accompany the SF-424 that appears in the "Application Format" section below.

2. Content and Form of Application Submission

Application Format Requirements

The total size of all uploaded files may not exceed the equivalent of 25 pages when printed by HRSA. The total size may not exceed 10 MB. This 25-page limit includes the abstract, project and budget narratives, attachments, and letters of commitment and support. Standard forms are NOT included in the page limit.

Applications that exceed the specified limits (approximately 10 MB, or that exceed 25 pages when printed by HRSA) will be deemed non-compliant. All non-compliant applications and will not be considered for funding.

Application Format

Applications for funding must consist of the following documents in the following order:

SF-424 Non Construction – Table of Contents

<p>It is mandatory to follow the instructions provided in this section to ensure that your application can be printed efficiently and consistently for review.</p> <p>Failure to follow the instructions may make your application non-compliant. Non-compliant applications will not be given any consideration and those particular applicants will be notified.</p>	
<p>For electronic submissions, applicants have to number the electronic attachment pages sequentially, resetting the numbering for each attachment, i.e., start at page 1 for each attachment. Do not attempt to number standard OMB approved form pages.</p> <p>For electronic submissions, no table of contents is required for the entire application. HRSA will construct an electronic table of contents in the order specified.</p> <p>When providing any electronic attachment with several pages, add table of content page specific to the attachment. Such page will not be counted towards the page limit.</p>	

Application Section	Form Type	Instruction	HRSA Program Guidelines
Application for Federal Assistance (SF-424)	Form	Pages 1, 2 & 3 of the SF-424 face page.	Not counted in the page limit
Project Summary/Abstract	Attachment	Can be uploaded on page 2 of SF-424 - Box 15	Required attachment. Counted in the page limit. Reference guidance for detailed instructions. Provide table of contents specific to this document only as the first page
Additional Congressional District	Attachment	Can be uploaded on page 2 of SF-424 - Box 16	As applicable to HRSA; not counted in the page limit
HHS Checklist Form PHS-5161	Form	Pages 1 & 2 of the HHS checklist.	Not counted in the page limit
Project Narrative Attachment Form	Form	Supports the upload of Project Narrative document	Not counted in the page limit
Project Narrative	Attachment	Can be uploaded in Project Narrative Attachment form.	Required attachment. Counted in the page limit. Reference guidance for detailed instructions. Provide table of contents specific to this document only as the first page
SF-424A Budget Information - Non-Construction Programs	Form	Page 1 & 2 to supports structured budget for the request of Non construction related funds	Not counted in the page limit

Note the following specific information related to your submission.

- i. Application Face Page**
Use Application Form SF-424 provided with the application package. Prepare according to instructions provided in the form itself. For information pertaining to the Catalog of Federal Domestic Assistance, the Catalog of Federal Domestic Assistance Number is 93.110.

DUNS Number

All applicant organizations are required to have a Data Universal Numbering System (DUNS) number in order to apply for a grant from the Federal Government. The DUNS number is a unique nine-character identification number provided by the commercial company, Dun and Bradstreet. There is no charge to obtain a DUNS number. Information about obtaining a DUNS number can be found at <http://www.dnb.com> or call 1-866-705-5711. Please include the DUNS number in item 8c on the application face page. Applications *will not* be reviewed without a DUNS number. Note: a missing or incorrect DUNS number is the primary reasons for an application to be “Rejected for Errors” by Grants.gov.

Additionally, the applicant organization is required to register annually with the Federal Government’s Central Contractor Registry (CCR) in order to do electronic business with the Federal Government. Information about registering with the CCR can be found at <http://www.ccr.gov>.

ii. Table of Contents

The application should be presented in the order of the Table of Contents provided earlier. Again, for electronic applications no table of contents is necessary as it will be generated by the system. (Note: the Table of Contents will not be counted in the page limit.)

iii. Application Checklist

Complete the HHS Checklist Form PHS 5161-1 provided with the application package.

iv. Budget

Use Application Form SF-424A – Budget Information for Non-Construction Programs provided with the application package. *Please complete Sections A, B, E, and F, and then provide a line item budget using the budget categories in the SF-424A for a project and budget period of July 15, 2010 through September 30, 2012.*

v. Budget Justification

Provide a narrative that explains the amounts requested for each line in the budget. The budget justification should specifically describe how each item will support the achievement of proposed objectives. The budget period is for 27 months. Line item information must be provided to explain the costs entered in the SF-424A. **The budget justification must clearly describe each cost element and explain how each cost contributes to meeting the project’s objectives/goals.** Be very careful about showing how each item in the “other”

Application Section	Form Type	Instruction	HHS/Program Guidelines
SF-424B Assurances - Non-Construction Programs	Form	Supports assurances for non construction programs	Not counted in the page limit
Disclosure of Lobbying Activities (SF-LLL)	Form	Supports structured data for lobbying activities.	Not counted in the page limit
Other Attachments Form	Form	Supports up to 15 numbered attachments. This form only contains the attachment list	Not counted in the page limit
Attachment 1-15	Attachment	Can be uploaded in Other Attachments form 1-15	Refer to the attachment table provided below for specific sequence. Counted in the page limit

⚠ To ensure that attachments are organized and printed in a consistent manner, follow the order provided below. Note that these instructions may vary across programs. All attachments are counted in the page limit.

⚠ Additional supporting documents, if applicable, can be provided using the available rows. Do not use the rows assigned to a specific purpose in the program guidance.
 ⚠ Merge similar documents into a single document. Where several pages are expected in the attachment, ensure that you place a table of content cover page specific to the attachment. Table of content page will not be counted in the page limit.

Attachment Number	Attachment Description (Program Guidelines)
Attachment 1	Job descriptions for key personnel.
Attachment 2	Letters of support signed by Director of the State’s Title V agency; Director of the State’s agency for Title II of CAPTA; Director of the State’s Single State Agency for Substance Abuse Services; and the Director of the State’s Head Start State Collaboration Office (eligibility requirement)
Attachment 3	Letters of Agreement and/or Description of Proposed/Existing Contracts.
Attachment 4	Project Organizational Chart.
Attachment 5	Other Relevant Documents not specified elsewhere in this Table of Contents.

category is justified. The budget justification MUST be concise. Do NOT use the justification to expand the project narrative.

Include in the following in the Budget Justification narrative:

Personnel Costs: Personnel costs should be explained by listing each staff member who will be supported from funds, name (if possible), position title, percent full time equivalency, and annual salary.

Fringe Benefits: List the components that comprise the fringe benefit rate, for example health insurance, taxes, unemployment insurance, life insurance, retirement plan, tuition reimbursement. The fringe benefits should be directly proportional to that portion of personnel costs that are allocated for the project.

Travel: List travel costs according to local and long distance travel. For local travel, the mileage rate, number of miles, reason for travel and staff member/consumers completing the travel should be outlined. The budget should also reflect the travel expenses associated with participating in meetings and other proposed trainings or workshops.

Equipment: List equipment costs and provide justification for the need of the equipment to carry out the program's goals. Extensive justification and a detailed status of current equipment must be provided when requesting funds for the purchase of computers and furniture items that meet the definition of equipment (a unit cost of \$5,000 and a useful life of one or more years).

Supplies: List the items that the project will use. In this category, separate office supplies from medical and educational purchases. Office supplies could include paper, pencils, and the like; medical supplies are syringes, blood tubes, plastic gloves, etc., and educational supplies may be pamphlets and educational videotapes. Remember, they must be listed separately.

Contracts: Applicants and or grantees are responsible for ensuring that their organization and or institution has in place an established and adequate procurement system with fully developed written procedures for awarding and monitoring all contracts. Applicants and or grantees must provide a clear explanation as to the purpose of each contract, how the costs were estimated, and the specific contract deliverables.

Other: Put all costs that do not fit into any other category into this category and provide an explanation of each cost in this category. In some cases, grantee rent, utilities and insurance fall under this category if they are not included in an approved indirect cost rate.

Indirect Costs: Indirect costs are those costs incurred for common or joint objectives which cannot be readily identified but are necessary to the operations of the organization, e.g., the cost of operating and maintaining facilities, depreciation, and administrative salaries. For institutions subject to OMB Circular A-21, the term "facilities and

administration" is used to denote indirect costs. If an organization applying for an assistance award does not have an indirect cost rate, the applicant may wish to obtain one through HHS's Division of Cost Allocation (DCA). Visit DCA's website at <http://rates.psc.gov/> to learn more about rate agreements, the process for applying for them, and the regional offices which negotiate them.

vi. Staffing Plan and Personnel Requirements

Applicants must present a staffing plan and provide a justification for the plan that includes education and experience qualifications and rationale for the amount of time being requested for each staff position. Position descriptions that include the roles, responsibilities, and qualifications of proposed project staff must be included as **Attachment 1**.

vii. Assurances

Use Application Form SF-424B Assurances – Non-Construction Programs provided with the application package.

viii. Certifications

Use the certifications and Disclosure of Lobbying Activities form provided with the application package.

ix. Project Abstract

Provide a summary of the application. Because the abstract is often distributed to provide information to the public and Congress, please prepare this so that it is clear, accurate, concise and without reference to other parts of the application. For this application the Abstract should be a summary of the information requested in the Program Narrative section (IV.2.x) below.

Please place the following at the top of the abstract:

- *Project Title*
- *Applicant Name*
- *Address*
- *Contact Phone Numbers (Voice, Fax)*
- *E-Mail Address*
- *Web Site Address, if applicable*

The project abstract must be **single-spaced and limited to one page** in length.

x. Program Narrative

This section provides a comprehensive framework and description of all aspects of the proposed program. It should be succinct, self-explanatory and well organized so that reviewers can understand the proposed project.

States must submit the following information in order to meet requirements for an approvable application under this Funding Announcement:

- A. An inventory of the information or data currently available to the State for the purposes

of the needs assessment as described in section 511(b)(1) and in first two paragraphs of the “Full Needs Assessment Guidance” section under Award Information, Summary of Funding (II.2.) above. This inventory should not include actual data about at-risk communities or areas, but instead must describe the existing data available to the State to make data-driven determinations.

- B. A discussion of the gaps in the currently available information (i.e. which required data are not readily available to the State).
- C. A discussion of the State’s capacity to locate, gather, and assemble the information or data required for the needs assessment, including the expected obstacles to and opportunities for comprehensive, timely, quality data collection.
- D. A discussion of the barriers to and opportunities for ensuring that the needs assessment is coordinated with, and takes into account, the State Title V MCH Block Grant needs assessment, the communitywide strategic planning and needs assessments conducted in accordance with section 640(g)(1)(c) of the Head Start Act, and the inventory of current unmet needs and current community-based and prevention-focused programs and activities to prevent child abuse and neglect, and other family resource services operating in the State required under section 205(3) of Title II of the Child Abuse Prevention and Treatment Act.
- E. Based on currently available information, a general description of the State’s approach to conducting the assessment of needs and available resources. Items for consideration include:
 - a. How will the State collect data and information to measure each of the needs assessment data elements required in the legislation?
 - b. Which stakeholders and partners would collaborate to gather and assemble information? How would the State ensure effective and efficient collaboration?
 - c. What process would be used to ensure coordination with other statewide and communitywide needs assessments conducted by the State?
 - d. How will the State ensure that all required parties, as identified in the “Eligible Applicants” section above, sign off on the needs assessment application?
- F. A description of anticipated technical assistance needs, as described in “Anticipated Need for Technical Assistance” below.
- G. A statement indicating whether the State intends to apply for a grant that would enable it to deliver evidence-based early childhood home visiting services, as described in section 511(c).
 - a. If the State does apply for such a grant, the following information must be submitted:

- i. A statement designating the entity or entities within the State that will administer funds under this program, and describing the capacity of this lead entity to carry out the program.
- ii. A description of the process to be used in identifying the populations to be served on the basis of the full needs assessment, with specific information regarding high-risk groups as defined in section 511 (d)(4) of the Act.
- iii. A description of the process to be used in selecting the most effective model(s) to be implemented to meet identified needs.
- iv. Assurances that:
 - 1) priority will be given to serving low-income eligible families and eligible families in at-risk communities, in adherence with the completed statewide needs assessment,
 - 2) the State will obtain and submit documentation or other appropriate evidence from the organization or entity that developed the service delivery model or models used to verify that the program is implemented and services are delivered according to the model’s specifications,
 - 3) the State will establish procedures to ensure that the participation of each eligible family is voluntary and that services are provided to an eligible family in accordance with the individual assessment for that family,
 - 4) the State will submit annual reports to the Secretary regarding the program and activities carried out by the program,
 - 5) the State will participate in and cooperate with data and information collection necessary for the evaluation required under section 511(g)(2) and other research and evaluation activities carried out under section 511(h)(3), and
 - 6) if the State has one of the 17 ACF funded projects in the Evidence-Based Home Visiting cluster, the new funds will be used to support that current grantee.
- v. A statement indicating that the populations to be served and the service delivery model will be consistent with the completed statewide needs assessment,

¹¹ These States include: California, Colorado, Delaware, Hawaii, Illinois, Minnesota, New Jersey, New York, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas and Utah.

- vi. A statement indicating that the service delivery model or models will be consistent with the evidence-based criteria established pursuant to section 511(d)(3)(A) of the Act and forthcoming HHS guidance,
- vii. A description of the process to be used in identifying quantifiable, measurable benchmarks established to demonstrate that the program contributes to improvements in the areas specified under section 511(d)(1)(A) of the Act (which may be updated following the completion of the needs assessment and State Plan), with an assurance that the State will report on these benchmarks in the 3rd and 5th years of the program, and
- viii. A preliminary description of other existing State programs, including Federally funded State programs, that include home visitation services.

Anticipated Need for Technical Assistance

HHS intends to provide training and technical assistance to States throughout the grant application process described above, and as States implement their programs. The overall goals of the technical assistance are to build the capacity of States to complete the needs assessment, submit applications that meet requirements, and plan for and implement their approved programs effectively and with fidelity to proven models where appropriate. While HHS recognizes that many home visiting program models that States are likely to implement provide model-specific technical assistance, HHS anticipates providing technical assistances in several areas, including: conducting needs assessments, strategic planning, collaboration and partnerships, communication and marketing, fiscal leveraging, implementing and supporting home visiting programs that meet requirements for evidence of effectiveness, selecting home visiting model(s) to meet the target populations' needs, data and information systems, quality assurance, workforce issues, strategies for coordinating and providing technical assistance to programs within the State, training, outreach, sustainability, and evaluation. The list of topics is not meant to be exhaustive and HHS intends to tailor technical assistance to meet needs identified by the States.

To assist the Federal Government to plan for and provide the most appropriate type and level of support, States should include in their application a description of their technical assistance needs related to conducting and submitting the needs assessment. States should also identify other areas in which technical assistance is anticipated to be needed, if applicable.

xi. Attachments

Please provide the following items to complete the content of the application. Please note that these are supplemental in nature, and are not intended to be a continuation of the project narrative. Be sure each attachment is clearly labeled.

Attachment 1: Job Descriptions for Key Personnel

Keep each to one page in length or less as much as is possible. Include the role, responsibilities, and qualifications of proposed project staff.

Attachment 2: Letters of Support

Include letters of support/concurrence from the Director of the State's Title V agency; Director of the State's agency for Title II of CAPTA; Director of the State's Single State Agency for Substance Abuse Services; and the Director of the State's Head Start State Collaboration Office. This is an eligibility requirement. Note: The original signed and dated Letters of Support should be kept by the applicant organization.

Attachment 3: Memorandum of Agreements (MOAs) or Letters of Commitment (LOC) and/or Description(s) of Proposed/Existing Contracts (project specific). Provide any documents that describe working relationships between the applicant agency and other agencies and programs cited in the proposal. Documents that confirm actual or pending contractual agreements should clearly describe the roles of the subcontractors and any deliverable. MOAs or LOCs must be dated. **Note: The original signed and dated MOA or LOC should be kept by the applicant organization.**

Attachment 4: Project Organizational Chart

Provide a one-page figure that depicts the organizational structure of the project, including subcontractors and other significant collaborators.

Attachment 5: Other Relevant Documents

Include here any other documents that are relevant to the application.

3. Submission Dates and Times

Application Due Date

The due date for applications under this grant announcement is **July 9, 2010 at 8:00 P.M. ET.** Applications will be considered as meeting the deadline if the application is submitted to and validated by Grants.gov on or before the due date. Please consult Appendix A for detailed instructions on submission requirements.

The Chief Grants Management Officer (CGMO) or a higher level designee may authorize an extension of published deadlines when justified by circumstances such as natural disasters (e.g. floods or hurricanes) or other disruptions of services, such as a prolonged blackout. The authorizing official will determine the affected geographical area(s).

Late applications

Applications which do not meet the criteria above are considered late applications and will not be considered under this funding opportunity announcement.

4. Intergovernmental Review

The ACA Maternal, Infant, and Early Childhood Home Visiting Program is not a program subject to the provisions of Executive Order 12372, as implemented by 45 CFR 100.

5. Funding Restrictions

Upon receipt of an approvable application under this announcement, a notice of grant award for the State's allocation under the above formula will be processed. All but \$500,000 of the State's allocation will be restricted, and funds will not be available for expenditure until such time as the State submits an approvable needs assessment and Updated State Plan for the home visiting program. The unrestricted funds may be used for planning or implementation activities associated with the establishment of early childhood home visiting programs.

6. Other Submission Requirements

As stated in Section IV.1, except in rare cases HRSA will no longer accept applications for grant opportunities in paper form. Applicants submitting for this funding opportunity are **required** to submit **electronically** through Grants.gov. To submit an application electronically, please use the <http://www.Grants.gov> apply site. When using Grants.gov you will be able to download a copy of the application package, complete it off-line, and then upload and submit the application via the Grants.gov site.

It is essential that your organization **immediately register** in Grants.gov and become familiar with the Grants.gov site application process. If you do not complete the registration process you will be unable to submit an application. The registration process can take up to one month, so you need to begin immediately.

To be able to successfully register in Grants.gov, it is necessary that you complete all of the following required actions:

- Obtain an organizational Data Universal Number System (DUNS) number
- Register the organization with Central Contractor Registry (CCR)
- Identify the organization's E-Business Point of Contact (E-Biz POC)
- Confirm the organization's CCR "Marketing Partner ID Number (MPIN)" password
- Register an Authorized Organization Representative (AOR)
- Obtain a username and password from the Grants.gov Credential Provider

Instructions on how to register, tutorials and FAQs are available on the Grants.gov web site at www.grants.gov. Assistance is also available from the Grants.gov help desk at support@grants.gov or by phone 24 hours a day, seven days a week (excluding Federal holidays) at 1-800-518-4726.

Formal submission of the electronic application: Applications completed online are considered formally submitted when the application has been successfully transmitted electronically by your organization's AOR through Grants.gov and has been validated by Grants.gov on or before the deadline date and time.

V. Application Review Information

1. Review Criteria

This is a formula-based grant program. The FY 2010 funds will be distributed to States using a formula determined by: 1) an equal base allocation of \$500,000 for each State; 2) an amount equal to the funds, if any, currently provided to a State or entity within that State under the Supporting Evidence Based Home Visiting (EBHV) Program administered by the Children's Bureau of the Administration for Children and Families; and, 3) an amount based on the number of children in families at or below 100% of the Federal poverty level in the State as compared to the number of such children nationally. A Table of the Estimated Amount of Award for each State is included as Appendix B.

2. Review and Selection Process

All applications will be reviewed internally by grants management officials (business and financial review) and program staff (technical review) for eligibility, completeness, accuracy, and compliance with the requirements outlined in this announcement. The program review will include the State's response to items A through G in the Program Narrative section (IV.2.x) above. Of particular concern will be:

- The capacity and commitment of the entity designated by the Governor to administer an evidence-based home visiting program under the ACA Maternal, Infant, and Early Childhood Home Visiting Program.
- The clarity and feasibility of the State's approach to conducting and submitting the needs assessment and the degree to which this approach complies with the specific requirements for an application under this FOA, as outlined above and in accordance with section 511(b) of Title V, as amended by the ACA.
- The clarity of the State's plan for ensuring coordination and collaboration among entities and stakeholders.
- The clarity of the State's description of anticipated technical assistance needs.
- A statement that the State is requesting funding for a home visiting program.

3. Anticipated Announcement and Award Dates

The anticipated date of award is July 15, 2010.

VI. Award Administration Information

1. Award Notices

Each applicant will receive written notification of the outcome of the internal review process, including a summary of the expert committee's assessment of the application's merits and weaknesses, and whether the application was selected for funding. Applicants may be required to respond in a satisfactory manner to Conditions placed on their application before funding can proceed. Letters of notification do not provide authorization to begin performance.

The Notice of Award sets forth the amount of funds granted, the terms and conditions of the grant, the effective date of the grant, the budget period for which initial support will be given, and the total project period for which support is contemplated. Signed by the Grants Management Officer, it is sent to the applicant agency's Authorized Representative, and reflects the only authorizing document. It will be sent on the start date of July 15, 2010.

2. Administrative and National Policy Requirements

Successful applicants must comply with the administrative requirements outlined in 45 CFR Part 74 (non-governmental) or 45 CFR Part 92 (governmental), as appropriate.

HRSA grant awards are subject to the requirements of the HHS Grants Policy Statement (HHS GPS) that are applicable to the grant based on recipient type and purpose of award. This includes, as applicable, any requirements in Parts I and II of the HHS GPS that apply to the award. The HHS GPS is available at <http://www.hrsa.gov/grants/>. The general terms and conditions in the HHS GPS will apply as indicated unless there are statutory, regulatory, or award-specific requirements to the contrary (as specified in the Notice of Grant Award).

HRSA is committed to ensuring access to quality health care for all. Quality care means access to services, information, materials delivered by competent providers in a manner that factors in the language needs, cultural richness, and diversity of populations served. Quality also means that, where appropriate, data collection instruments used should adhere to culturally competent and linguistically appropriate norms. For additional information and guidance, refer to the National Standards for Culturally and Linguistically Appropriate Services in Health Care published by HHS. This document is available online at <http://www.omhrc.gov/CLAS>.

Awards issued under this guidance are subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to <http://www.hrsa.gov/grants/trafficking.htm>. If you are unable to access this link, please contact the Grants Management Specialist identified in this guidance to obtain a copy of the Term.

3. Reporting

The successful applicant under this guidance must comply with the following reporting and review activities:

a. Audit Requirements

Comply with audit requirements of Office of Management and Budget (OMB) Circular A-133. Information on the scope, frequency, and other aspects of the audits can be found on the Internet at www.whitehouse.gov/omb/circulars.

b. Payment Management Requirements

Submit a quarterly electronic Federal Financial Report (FFR) Cash Transaction Report via the Payment Management System. The report identifies cash expenditures against the authorized funds for the grant. The FFR Cash Transaction Reports must be filed within 30 days of the end of each quarter. Failure to submit the report may result in the inability to access award funds. Go to www.dpm.psc.gov for additional information.

c. Status Reports

1) Submit a **Financial Report**. A financial status report is required within 90 days of the end of each budget period. The report is an accounting of expenditures under the project that year. It must be submitted on-line by grantees in the HRSA Electronic Handbooks system at <https://grants.hrsa.gov/webexternal/home.asp>. More specific information will be included in the award notice.

2) **Other Reports**. The project's final report and any products developed through the grant are to be provided to the Division of Grants Management Operations within 90 days of the end of the project period. The final report must be submitted on-line by grantees in the HRSA Electronic Handbooks system at <https://grants.hrsa.gov/webexternal/home.asp>. The Division of Grants Management Operations will forward these materials to the Project Officer. The Project Officer will provide these final reports and products to the MCH Library for public access.

3) Project Period End Performance Reporting

Successful applicants receiving funding will be required, within 90 days from the end of the project period, to electronically complete the program specific data forms that appear in the appendices of this guidance. The requirement includes providing expenditure data for the final year of the project period, the project abstract and cooperative agreement summary data as well as final indicators/scores for the performance measures.

VII. Agency Contacts

Applicants may obtain additional information regarding business, administrative, or fiscal issues related to this grant announcement by contacting:

Mickey Reynolds
Grants Management Specialist
HRSA Division of Grants Management Operations, OFAM
Parklawn Building, Room 11A-02



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5600 Fishers Lane
 Rockville, MD 20857
 Telephone: (301) 443-0724
 Fax: (301) 443-6686
 Email: mreynolds@hrsa.gov

Additional information related to the overall program issues may be obtained by contacting:

Audrey M. Yowell, PhD, MSSS
 Health Resources and Services Administration
 Maternal and Child Health Bureau
 5600 Fishers Lane
 18A-39
 Rockville MD 20857
homevisiting@hhs.gov

Moushumi Beltangady
 Administration for Children and Families.
 901 D Street SW, 6th Floor West
 Washington, DC 20447
homevisiting@hhs.gov

Applicants/Grantees may need assistance when working online to submit their application forms electronically. For assistance with submitting the application in Grants.gov, contact Grants.gov Contact Center, 24 hours a day, 7 days a week, excluding Federal holidays:

Grants.gov Contact Center
 Phone: 1-800-518-4726
 E-mail: support@grants.gov

Applicants/Grantees may need assistance when working online to submit the remainder of their information electronically through HRSA's Electronic Handbooks (EHABs). For assistance with submitting the remaining information in HRSA's EHBS, contact the HRSA Call Center, Monday-Friday, 9:00 a.m. to 5:30 p.m. ET:

HRSA Call Center
 Phone: (877) Go4-HRSA or (877) 464-4772
 TTY: (877) 897-9910
 Fax: (301) 998-7377
 E-mail: CallCenter@HRSA.GOV

VIII. Tips for Writing a Strong Application

A concise resource offering tips for writing proposals for HHS grants and cooperative agreements can be accessed online at: <http://www.hhs.gov/asrt/og/grantinformation/apptips.html>.

1. Introduction

1.1. Document Purpose and Scope

The purpose of this document is to provide detailed instructions to help applicants and grantees submit new competing, competing continuation, competing supplements, and most noncompeting continuation applications electronically to HRSA through Grants.gov (and HRSA EHBs, where applicable). All applicants must submit in this manner. This document is intended to be the comprehensive source of information related to the electronic grant submission processes and will be updated periodically. This document does not replace program guidance provided in funding opportunity announcements.

NOTE: In order to view, complete and submit an application package, you will need to download the compatible version of Adobe Reader software. All applicants must use the Adobe Reader version 8.1.1 or later version to successfully submit an application.

1.2. Document Organization and Version Control

This document contains SEVEN (7) sections. Following is the summary:

Section	Description
1. Introduction	Describes the document's purpose and scope.
2. Process Overview- - New Competing Application through Grants.gov only (no verification required within HRSA EHBs) - New Competing, Competing Continuation, and Competing Supplement Applications (submitted using both Grants.gov and HRSA EHBs (with HRSA EHBs Verification)) - Noncompeting Continuation Application	Provides detailed instructions to applicant organizations and institutions submitting a new competing application using Grants.gov that does not require HRSA EHBs verification. Provides detailed instructions for those grantees submitting new competing, competing continuation, and competing supplement applications through Grants.gov and HRSA EHBs that require HRSA EHBs verification. Provides detailed instructions to existing HRSA Grantees on submitting a noncompeting continuation application through Grants.gov and HRSA EHBs; verification required within EHBs.
3. Registering and Applying through Grants.gov	Provides detailed instructions to enable applicants/grantees to register and apply electronically using Grants.gov in the

4. HRSA Electronic Handbooks	submission of grant applications. Provides detailed instructions and important guidance on registering an individual and/or organization, verifying the status of applications, validating grants.gov application in the EHB, managing access to the application, checking and correcting validation errors, completing and submitting the application.
5. General Instructions for Application Submission	Provides instructions and important policy guidance regarding application format requirements and submission.
6. Customer Support Information	Provides contact information to address technical and programmatic questions.
7. Frequently Asked Questions (FAQs)	Provides answers to frequently asked questions by various categories

This document is under version control. Please visit <http://www.hrsa.gov/grants> to retrieve the latest published version.

2. Process Overview

2.1 New Competing Applications (Entire Submission Through Grants.gov; no verification required within HRSA EHBs)

NOTE: Use the program guidance to determine if verification in HRSA EHBs is required. If verification is required, you should refer to Section 2.2. If verification is not required, continue reading this section.

Following is the process for submitting a New Competing Application through Grants.gov:

1. HRSA will post all New Competing announcements on Grants.gov (<http://www.grants.gov>).
2. Once the program guidance is available, applicants should search for the announcement in Grants.gov 'Find Grant Opportunities.' (http://www.grants.gov/applicants/find_grant_opportunities.jsp) or 'Apply for Grants' (<http://www.grants.gov/Apply>).
3. Download the application package and instructions from Grants.gov. The program guidance is also part of the instructions that must be downloaded.
4. Save a copy of the application package on your computer and complete all the forms based on the instructions provided in the program guidance.
5. Submit the application package through Grants.gov (requires registration).
6. Track the status of your submitted application using *Track My Status* at Grants.gov until you receive email notifications that your application has been received and validated by Grants.gov and received by HRSA.

2.2 New Competing, Competing Continuation, and Competing Supplement Applications (Submitted Using Both Grants.gov and HRSA EHBs; verification required within HRSA EHBs)

NOTE: You should review program guidance to determine if verification in HRSA EHBs is required. If verification is NOT required, you should refer to Section 2.1 above. If verification is required, continue reading this section.

Following is the process for submitting a Competitive Application through Grants.gov with verification required within HRSA Electronic Handbooks (EHBs):

1. HRSA will post all Competing Continuation and Competing Supplemental announcements on Grants.gov (<http://grants.gov/search>). Announcements are typically posted at the beginning of the fiscal year. However, program guidances are not generally available until later. New Competing applications that require verification within EHBs are posted throughout the year. For more information, visit <http://www.hrsa.gov/grants>.
2. When a program guidance becomes available, applicants should search for the announcement in Grants.gov under 'Apply for Grants' (<http://www.grants.gov/Apply>). Since eligibility for Competing Continuation and Competing Supplemental funding is limited to current grantees, those announcements will not appear under Grants.gov 'Find Grant Opportunities.'
3. Download the application package and instructions from Grants.gov. The program guidance is also part of the instructions that must be downloaded. Note the *Announcement Number* as it will be required later in the process.
4. Save a copy of the application package on your computer and complete all the standard forms based on the instructions provided in the program guidance.
5. Submit the application package through Grants.gov (*requires registration*). Note the *Grants.gov Tracking Number* as it will be required later in the process.
6. Track the status of your submitted application using *Track My Status* at Grants.gov until you receive email notifications that your application has been received and validated by Grants.gov and received by HRSA.
7. HRSA EHBs software pulls the application information into EHBs and validates the data
8. HRSA notifies the Project Director, Authorizing Official (AO), Business Official (BO) and application point of contact (POC) by email to check HRSA EHBs for results of HRSA validations and enter supplemental information required to process the competing continuation or supplemental application. Note the *HRSA EHBs tracking number* from the email.
9. The application in HRSA EHBs is validated by a user from the grantee organization by providing three independent data elements--Announcement Number, Grants.gov Tracking Number and HRSA EHBs Tracking Number.
10. The AO verifies the pending application in HRSA EHBs, fixes any validation errors, and makes necessary corrections. Supplemental forms are completed. AO submits the application to HRSA.

2.3. Noncompeting Continuation Application

The following is the process for submitting a Noncompeting Continuation application through Grants.gov and HRSA EHBs; verification required within HRSA EHBs:

1. HRSA will communicate the Noncompeting announcement number to the Project Director (PD) and authorizing official (AO) listed on the most recent Notice of Grant Award (NGA) via email. The announcement number will be required to search for the announcement/funding opportunity when applying in Grants.gov.
2. Search for the announcement/funding opportunity in Grants.gov under 'Apply for Grants.' Since eligibility is limited to current grantees, the announcement will not appear under Grants.gov 'Find Grant Opportunities.'
3. Download the application package and instructions from Grants.gov. The program guidance is part of the instructions that must be downloaded.
4. Save a copy of the application package on your computer and complete all the forms based on the instructions provided in the program guidance.
5. Submit the application package through Grants.gov (*requires registration*).
6. Track the status of your submitted application using *Track My Status* at Grants.gov until you receive email notifications that your application has been received and validated by Grants.gov and received by HRSA.
7. The HRSA Electronic Handbooks (EHBs) software pulls the application information into EHBs and validates the data. HRSA sends an email to the PD, AO, business official (BO), and application point of contact (POC) to review the application in the HRSA EHBs for validation errors and enter additional information, including in some cases, performance measures, necessary to process the noncompeting continuation.
8. The PD logs into the HRSA EHBs to enter all additional information necessary to process the application. The PD must also provide the AO submission rights for the application.
9. The AO verifies the application in HRSA EHBs, fixes any remaining validation errors, makes necessary corrections, and submits the application to HRSA (*requires registration in EHBs*).

3. Registering and Applying Through Grants.gov

Grants.gov requires a one-time registration by the applicant organization and annual updating. *If you do not complete the registration process and update it annually, you will not be able to submit an application.*

The five-step registration process must be completed by every organization wishing to apply for a HRSA grant opportunity. The process will require some time (*anywhere from five business days to a month*). Therefore, first-time applicants or those considering applying at some point in the future should register **immediately**. Registration with Grants.gov provides the representatives from the organization the required credentials necessary to submit an application.

3.1. REGISTER -- Applicant/Grantee Organizations Must Register With Grants.gov (if not already registered)

If an applicant/grantee organization has already completed Grants.gov registration for HRSA or another Federal agency, skip to the next section.

For those applicant organizations still needing to register with Grants.gov, detailed registration information can be found on the Grants.gov "Get Registered" Web site (http://www.grants.gov/applicants/get_registered.jsp). These instructions will walk you through the following five basic registration steps:

Step 1: Obtain a Data Universal Number System (DUNS) number
 A DUNS number is a unique number that identifies an organization. It has been adopted by the Federal government to help track how Federal grant money is distributed. Ask your grant administrator or chief financial officer to provide your organization's DUNS number. If your organization does not have a DUNS number, you may request one online at <http://fedgov.dnb.com/webform> or call the special Dun & Bradstreet hotline at 1-800-705-5711 for the US and US Virgin Islands (1-800-234-3867 for Puerto Rico) to receive one free of charge. Note: A missing or incorrect DUNS number is the primary reason for applications being "Rejected for Errors" by Grants.gov.

Step 2: Register with the Central Contractor Registration (CCR)
 The CCR is the central government repository for organizations working with the Federal government. Check to see if your organization is already registered at the CCR Web site. If your organization is not registered, identify the primary contact who should register your organization. Visit the CCR Web site at <http://www.ccr.gov> to register online or call 1-888-227-2423 to register by phone. CCR Registration must be renewed annually.

- Designate the organization's E-Business Point of Contact (E-BIZ POC)
- Create the organization's CCR "Marketing Partner ID Number (MPIN)" password. The E-BIZ POC will use the MPIN to designate Authorized Organization Representatives (AORs) through Grants.gov

The CCR Registration must become active before you can proceed to step 3.

Step 3: Creating a Username & Password

- AORs must create a short profile and obtain a username and password from the Grants.gov Credential Provider
- AORs will only be authorized for the DUNS number with which they registered in the Grants.gov profile

Step 4: AOR Authorization

- The E-Business POC uses the DUNS number and MPIN to authorize your AOR status
- Only the E-BIZ POC may authorize AORs

Step 5: Track AOR Status

- Using your username and password from Step 3, go to Grants.gov's 'Applicant Login' to check your AOR status at <https://apply07.grants.gov/apply/loginhome.jsp>.

In addition, allow for extra time if an applicant does not have a Taxpayer Identification Number (TIN) or Employer Identification Number (EIN). The CCR validates the EIN against Internal Revenue Service records, a step that will take an additional one to five business days.

Additional assistance regarding the complete registration process is available at Grants.gov at http://www.grants.gov/applicants/get_registered.jsp. Grants.gov provides a variety of support options through online Help including Context-Sensitive Help, Online Tutorials, FAQs, Training Demonstrations, User Guides (<http://www.grants.gov/assets/ApplicantUserGuide.pdf>), and Quick Reference Guides.

Please direct questions regarding Grants.gov registration to the Grants.gov Call Center at: 1-800-518-4726. Call Center hours of operation are 24 hours a day, 7 days a week, excluding Federal holidays.

NOTE: It is highly recommended that this registration process be completed at least two weeks prior to the submittal date of your organization's first Grants.gov submission.

3.2. APPLY - Apply through Grants.gov

The Grants.gov/Apply feature includes a simple, unified application process to enable applicants to apply for grants online. The information applicants need to understand and execute the steps can be found at Grants.gov Apply for Grants (http://www.grants.gov/applicants/apply_for_grants.jsp). Step 2 'Complete the Grant Application Package' includes a narrated online tutorial on how to complete a grant application package using Adobe. The site also contains an *Applicant User Guide* at <http://www.grants.gov/assets/ApplicantUserGuide.pdf>.

3.2.1. Find Funding Opportunity

If you are submitting a new competing application, search for the announcement in Grants.gov **Find Grant Opportunities** (http://www.grants.gov/applicants/find_grant_opportunities.jsp) and select the announcement for which you wish to apply. Refer to the program guidance for eligibility criteria.

NOTE: All new competing announcements should be available in Grants.gov **FIND!** When funding opportunities are released, announcements are made available in Grants.gov **APPLY**.

If you are submitting a competing continuation, competing supplement, or noncompeting continuation application, search for the announcement in **Apply For Grants** (<http://www.grants.gov/Apply>). Enter the announcement number communicated to you in the field *Funding Opportunity Number*. (Example announcement number: 5-S45-10-001)

NOTE: Noncompeting continuations and announcements with restricted eligibility are not available under the Find Grant Opportunities function in Grants.gov.

3.2.2. Download Application Package


Download the application package and instructions. Application packages are posted in Adobe Reader format. To ensure that you can view the application package and instructions, you should download and install the Adobe Reader application.

For more information on using Adobe Reader, please refer to Section 7.1.2.

 **NOTE:** Please review the system requirements for Adobe Reader at http://www.grants.gov/help/download_software.jsp.

3.2.3. Complete the Grant Application Package

Complete the application using both the built-in instructions and the instructions provided in the program guidance. Ensure that you save a copy of the application on your computer. For assistance with program guidance related questions, please contact the program officer listed on the program guidance.

 **NOTE:** Competing continuations, competing supplements, and noncompeting continuations should provide their 10-digit grant number (box 4b from NGA) in the Federal Award Identifier field (box 5b in SF424 or box 4 in SF424 R&R). **You may complete the application offline – you are not required to be connected to the Internet.**


3.2.4. Submit Application

Once you have downloaded the application package, completed all required forms, and attached all required documents—click the “Check Package for Errors” button and make any necessary corrections.

- In Adobe Reader, click on the ‘Save and Submit’ button when you have done all of the above and are ready to send your completed application to Grants.gov.

Review the provided application summary to confirm that the application will be submitted to the program for which you wish to apply. To submit, the **AOR** must login to Grants.gov and enter their user name and password. Note: the same DUNS number, AOR user name, and password must be used to complete and submit your application. Once you have logged in, your application package will automatically be uploaded to Grants.gov. A confirmation screen will appear once the upload is complete. Note that a Grants.gov Tracking Number will be provided on this screen (GRANTXXXXX). Please record this number so that you may refer to it for all subsequent help.

Please direct questions regarding application submission to the Grants.gov Call Center at: 1-800-518-4726. Call Center hours of operation are 24 hours a day, 7 days a week, excluding Federal holidays.

 **NOTE:** The AOR must be connected to the Internet and must have a Grants.gov username and password tied to the correct DUNS number in order to submit the

application package.

3.2.5. Verify Status of Application in Grants.gov

Once Grants.gov has received your submission, Grants.gov will send email messages to the PD, AO, and the POC listed in the application advising of the progress of the application through the system. You should receive up to four emails. The first will confirm receipt of your application by the Grants.gov system (“Received”), and the second will indicate that the application has either been successfully validated (“Validated”) by the system prior to transmission to the grantor agency or has been rejected due to errors (“Rejected with Errors”). An application for HRSA funding must be both received and validated by Grants.gov by the application deadline.

If your application has been rejected due to errors, you must correct the application and resubmit it to Grants.gov before the closing date. If you are unable to resubmit because the opportunity has since closed, you must **contact the Director of the Division of Grants Policy**, within five (5) business days from the closing date, via email at DGPW/avers@hrsa.gov and thoroughly explain the situation. Your email must include the HRSA Announcement Number, the name, address, and telephone number of your organization, and the name and telephone number of the project director, as well as the Grants.gov Tracking Number (GRANTXXXXXX) assigned to your submission, along with a copy of the “Rejected with Errors” notification you received from Grants.gov. HRSA is very strict in adhering to application deadlines and electronic submission requirements. Extensions for competitive funding opportunities are only granted in the rare event of a natural disaster or validated technical system problem on the side of either Grants.gov or the HRSA Electronic Handbooks (EHBS) that prevented a timely application submission.

You can check the status of your application(s) anytime after submission by logging into Grants.gov and clicking on the ‘Track My Application’ link on the left side of the page. This link will also be included in the confirmation email that you receive from Grants.gov.

If there are no errors, the application will be downloaded by HRSA. Upon successful download to HRSA, the status of the application will change to “Received by Agency” and the contacts listed in the application will receive a third email from Grants.gov. Once your application is received by HRSA, it will be processed to ensure that the application is submitted for the correct funding announcement, with the correct grant number (if applicable), and applicant/grantee organization. Upon this processing, which is expected to take up to two to three business days, HRSA will assign a unique tracking number to your application. This tracking number will be posted to Grants.gov and the status of your application will be changed to “Agency Tracking Number Assigned.” You will receive the fourth email in which Grants.gov will relay the Agency Tracking Number. Note the HRSA tracking number and use it for all correspondence with HRSA.

4. Validating and/or Completing an Application in the HRSA Electronic Handbooks

Learn how to register, verify data, validate information, manage access to your application, fix errors, and complete your application in EHBs. For assistance in registering with, or using

HRSA EHBs, call the HRSA Call Center at 1-877-464-4772 between 9:00 am to 5:30 p.m. ET or email callcenter@hrsa.gov.

4.1. Register - Project Director and Authorizing Official Must Register with HRSA EHBs (if not already registered)

In order to access a noncompeting continuation, a competitive continuation, or a competitive supplement in HRSA EHBs, existing grantee organizations must register within the EHBs. The purpose of the registration process is to collect consistent information from all users, avoid collection of redundant information, and allow for the unique identification of each system user.

- *Note that registration within HRSA EHBs is required only once for each user.*
- *Note that HRSA EHBs now allow the user to use his/her single username and associate it with more than one organization.*

Registration within HRSA EHBs is a two-step process. In the first step, individual users from an organization who participate in the grants process must create **individual** system accounts. In the second step, the users must associate themselves with the appropriate grantee organization. **To find your organization record, use the 10-digit grant number from the Notice of Grant Award (NGA) belonging to your grant.** Note that since all existing grantee organization records are already in EHBs, there is no need to create a new one.

To complete the registration quickly and efficiently we recommend that you have the following information readily available:

1. Identify your role in the grants management process. HRSA EHBs offer the following three functional roles for individuals from applicant/grantee organizations:
 - Authorizing Official (AO),
 - Business Official (BO), and
 - Other Employee (for Project Directors, assistant staff, AO designees and others).

For more information on functional responsibilities, refer to the HRSA EHBs online help.

2. Ensure you have the 10-digit grant number from the latest NGA belonging to your grant (Box 4b on NGA). You must use the grant number to find your organization during registration. All individuals from the organization working on the grant must use the same grant number to ensure correct registration.

In order to access a noncompeting continuation, competitive continuation, or a competitive supplement application, the Project Director and other participants must register the specific grant and add it to their respective portfolios. This step is required to ensure that only authorized individuals from the organization have access to grant data. **Project Directors will need the latest Notice of Grant Award (NGA) in order to complete this additional step.** Again, note that this is a one-time requirement.

The Project Director must give the necessary privileges to the AO and other individuals who will assist in the submission of grant applications using the administer feature in the grant handbook. The Project Director should also delegate the “Administer Grant Users” privilege to the AO.

Once you have access to your grant handbook, use the appropriate link under the deliverables section to access your application.

Note that registration with HRSA EHBs is independent of Grants.gov registration.

For assistance in registering with HRSA EHBs, call the HRSA Call Center at 1-877-464-4772 between 9:00 am to 5:30 p.m. ET or email callcenter@hrsa.gov.

⚠ IMPORTANT: You must use your HRSA EHBs Tracking Number or your 10-digit grant number (box 4b from NGA) to identify your organization.

4.2. Verify Status of Application

HRSA will send an email to the PD, AO, POC, and the BO – all listed on the submitted application, to confirm that the application was successfully received. The PD listed on the most recent NGA, if different from the PD listed on the application will also receive an email notification. Therefore, it is important to ensure that email addresses are correct.

⚠ NOTE: Grantees should check HRSA EHBs within two to three business days from submission within Grants.gov for availability of your application.

4.3. Validate Grants.gov Application in the HRSA EHBs

The HRSA EHBs include a validation process to ensure that only authorized individuals from an organization are able to access the organization’s competing applications. The first user who seeks access to any competing application needs to provide the following information:

Data Element	Source	Example
Announcement Number	From submitted Grants.gov application	HRSA-10-061 or 10-016
Grants.gov Tracking Number	From submitted Grants.gov application	GRANT00059900
HRSA EHBs Application Tracking Number	From email notification sent to PD, AO, BO, and POC listed on application.	25328

Note that the source of each data element is different and knowledge of the three numbers together is considered sufficient to provide that individual access to the application.

To validate the grants.gov application, log in to the EHBs and click on the 'View Applications' link, then click on the 'Add Grants.Gov Application' link (this is only visible for grant applications that require supplemental forms).

At this point, you will be presented with a form, which will require the numbers specified in the table above in order to validate your grants.gov application.

NOTE: The first individual who completes this step should use the 'Peer Access' feature to share the application with other individuals from the organization. It is recommended that the AO complete this step.

4.4. Manage Access to the Application

You must be registered in HRSA EHBs in order to access the application. To ensure that only authorized individuals from the organization gain access to the application, you must follow the process described earlier.

The PD, using the Administer Users feature in the grant handbook, must give the necessary privileges to the AO and other individuals who will assist in the submission of applications. Project Directors must also delegate the 'Administer Grant Users' privilege to the AO so that future administration can be managed by the AO.

The individual who validated the application must use the 'Peer Access' feature to share this application with other individuals from the organization. This is required if you wish to allow multiple individuals to work on the application in HRSA EHBs.

Once you have access to your grant handbook, use the appropriate link under the deliverables section to access your grant application.

4.5. Check Validation Errors

HRSA EHBs will validate the application received through Grants.gov. All validation errors are recorded and displayed to the applicant. To view the validation errors use the 'Grants.gov Data Validation Comments' link on the application status page in HRSA EHBs.

4.6. Fix Errors and Complete Application

Applicants must review the errors in HRSA EHBs and make necessary corrections. If so noted in the funding opportunity announcement, applicants must also complete the detailed budget and other required forms in HRSA EHBs and assign an AO who must be a registered user in the HRSA EHBs. HRSA EHBs will show the status of each form in the application package and the status of all forms must be "Complete" in the summary page before the HRSA EHBs will allow the application to be submitted.

4.7. Submit Application in HRSA EHBs

4.7.1. Noncompeting Continuations - When completing and submitting a Noncompeting continuation, you must have the 'Submit Noncompeting Continuation' privilege. The Project Director must give this privilege to the AO or a designee. Once all forms are complete, the application must be submitted to HRSA.

NOTE: You will have two weeks from the date the application was due in Grants.gov for submission of the remaining information in HRSA EHBs. The new due date will be listed in HRSA EHBs.

Performance Measures for Noncompeting Continuation Applications - For applications that require submittal of performance measures electronically through the completion of program specific data forms, instructions will be provided both in the program guidance and through an email notifying grantees of their responsibility to provide this information; and providing instruction on how to do so.

4.7.2. New Competing, Competing Continuation, and Competing Supplement Applications Submitted Using Both Grants.gov and HRSA EHBs - After the Grants.gov application is pulled into EHBs and validated, the AO verifies the pending application in HRSA EHBs, fixes any validation errors, and makes necessary corrections. Supplemental forms are completed. The application must then be submitted by the AO assigned to the application within HRSA EHBs. (The designee of the AO can also submit the application.) The completed application must be submitted to HRSA by the due dates listed within the program guidance.

NOTE: You must submit the application by the due date listed within the program guidance. There are two deadlines within the guidance - one for submission within Grants.gov and the second for submission within HRSA EHBs.

Performance Measures for All Competitive Applications - Many HRSA guidances include specific data forms and require performance measure reporting. If the completion of performance measure information is indicated in this guidance, successful applicants receiving grant funds will be required, within 30 days of the Notice of Grant Award (NGA), to register in HRSA's Electronic Handbooks (EHBs) and electronically complete the program specific data forms that appear in this guidance. This requires the provision of budget breakdowns in the financial forms based on the grant award amount, the project abstract and other grant summary data, and objectives for the performance measures.

5. General Instructions for Application Submission

The following guidelines are applicable to all submissions unless otherwise noted. Failure to follow the instructions may make your application non-compliant. Non-compliant applications will not be given any consideration and the particular applicants will be notified. It is mandatory to follow the instructions provided in this section to ensure that your application can be printed efficiently and consistently for review.

5.1. Narrative Attachment Guidelines

5.1.1. Font

Please use an easily readable typeface, such as Times Roman, Arial, Courier, or CG Times. The text and table portions of the application must be submitted in not less than 12-point and 1.0 line spacing. Applications not adhering to 12-point font requirements may be returned. For charts, graphs, footnotes, and budget tables, applicants may use a different pitch or size font, not less than 10 pitch or size font. However, it is vital that when scanned and/or reproduced, the charts are still clear and readable.

Please do not submit organizational brochures or other promotional materials, slides, films, clips, etc.

5.1.2. Paper Size and Margins

For duplication and scanning purposes, please ensure that the application can be printed on 8 1/2" x 11" white paper. Margins must be at least one (1) inch at the top, bottom, left and right of the paper. Please left-align text.

5.1.3. Names

Please include the name of the applicant and 10-digit grant number (if competing continuation, competing supplement, or noncompeting continuation) on each page.

5.1.4. Section Headings

Please put all section headings flush left in bold type.

5.1.5. Page Numbering

Do not number the standard OMB approved forms. Please number each attachment page sequentially. Reset the numbering for each attachment. (Treat each attachment/document as a separate section.)

5.1.6. Allowable Attachment or Document Types

The following attachment types are supported in HRSA EHBs. Even though grants.gov may allow you to upload various types of attachments, **it is important to note that HRSA only accepts the following types of attachments. Files with unrecognizable extensions may not be accepted or may be corrupted, and will not be considered as part of the application.**

.DOC - Microsoft Word
.RTF - Rich Text Format
.TXT - Text
.WPD - Word Perfect Document
.PDF - Adobe Portable Document Format
.XLS - Microsoft Excel

File Attachment Names

- Limit File Attachment Name to Under 50 Characters

- Do not use any Special Characters (e.g., -, %, /, #,) or Spacing in the File Name or for Word Separation

-- The Exception is Underscore (_)

Note- your application will be 'rejected' by Grants.gov if you use special characters or attachment names greater than 50 characters

5.2. Application Content Order (Table of Contents)

HRSA uses an automatic numbering approach that will ensure that all applications will look the same when printed for objective review.

HRSA uses two standard packages from Grants.gov.

- SF 424 (otherwise known as 5161) – For service delivery programs
- SF 424 R&R – For research and training programs

For each package, HRSA has defined a standard order of forms and that order is available within the program guidance. The program guidance also provides applicants with explicit instructions on where to upload specific documents.

5.3. Page Limit

When your application is printed, the narrative documents may not exceed 80 pages in length unless otherwise stated in the funding opportunity announcement. These narrative documents include the abstract, project and budget narratives, and any other attachments such as letters of support required as a part of the guidance. This 80 page limit **does not** include the OMB approved forms. Note that some program guidances may require submission of OMB approved program specific forms as attachments. These attachments will not be included in the 80 page limit.

Applicants must follow the instructions provided in this section and ensure that they print out all attachments on paper and count the number of pages before submission.

A NOTE: Applications that exceed the specified limits will be deemed non-compliant. Non-compliant competing applications will not be given any consideration and the particular applicants will be notified. Non-compliant noncompeting applications will have to be resubmitted in order to comply with the page limits.

6. Customer Support Information

6.1. Grants.gov Customer Support

Please direct ALL questions regarding Grants.gov to Grants.gov Call Center at: 1-800-518-4726. Call Center hours of operation are 24 hours a day, 7 days a week, excluding Federal holidays.

Please visit the following URL for additional support on the Grants.gov Web site:
<http://www.grants.gov/help/help.jsp>.

6.2. HRSA Call Center

For assistance with or using HRSA EHBs, call 1-877-464-4772 between 9:00 am to 5:30 p.m. ET or email callcenter@hrsa.gov.

Please visit HRSA EHBs for online help. Go to: <https://grants.hrsa.gov/webexternal/home.asp> and click on 'Help'

6.3. HRSA Program Support

For assistance with program guidance related questions, please contact the program contact listed on the program guidance. Do not call the program contact for technical questions related to either Grants.gov or HRSA EHBs.

7. FAQs

7.1. Software

7.1.1. What are the software requirements for using Grants.gov?

Applicants will need to download Adobe Reader. For information on Adobe Reader, go to http://www.grants.gov/help/download_software.jsp#adobe811.

7.1.2. Adobe Reader

The Adobe Reader screen is shown in Figure 1 below.

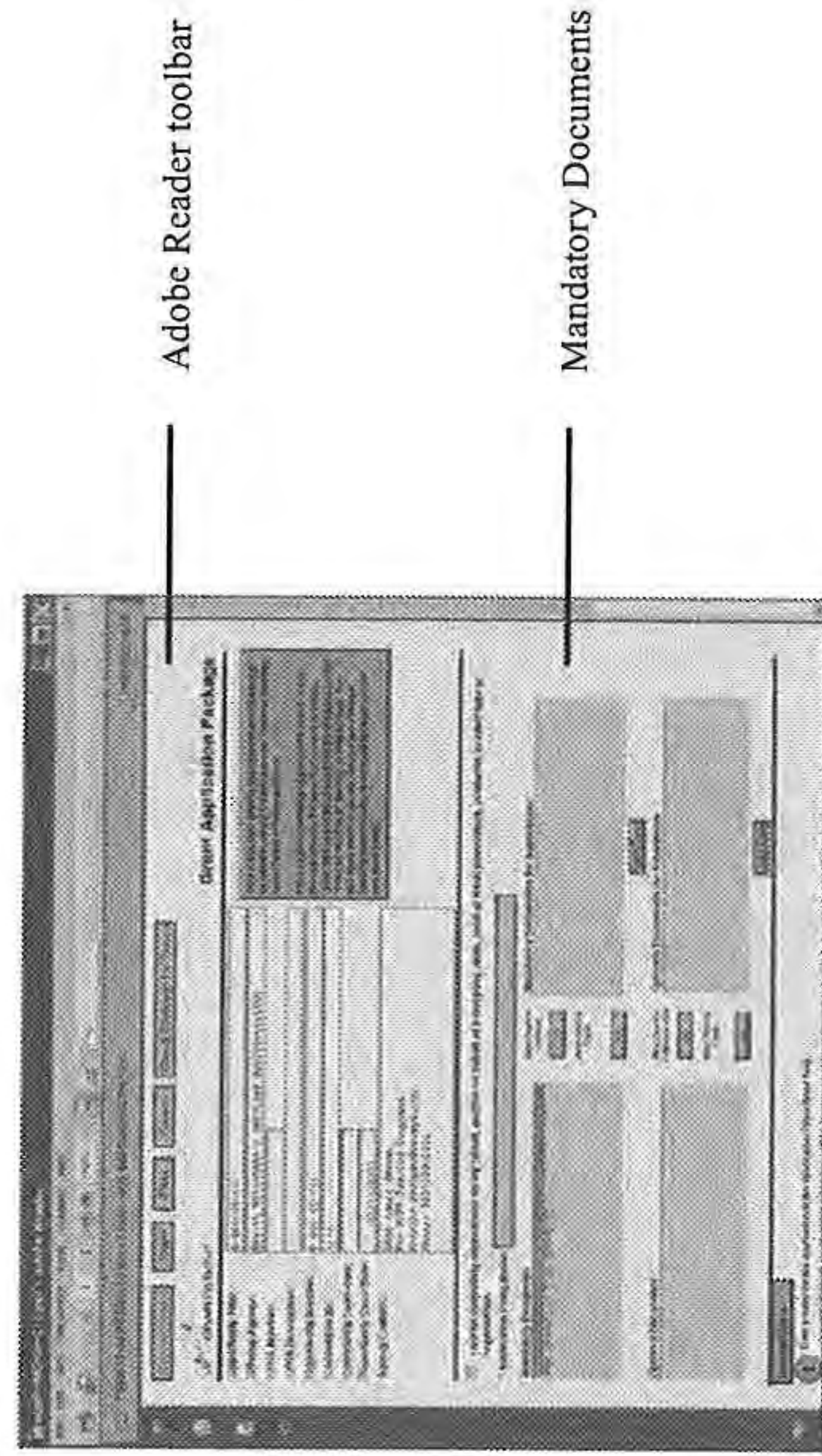


Figure 1: Adobe Reader Screen

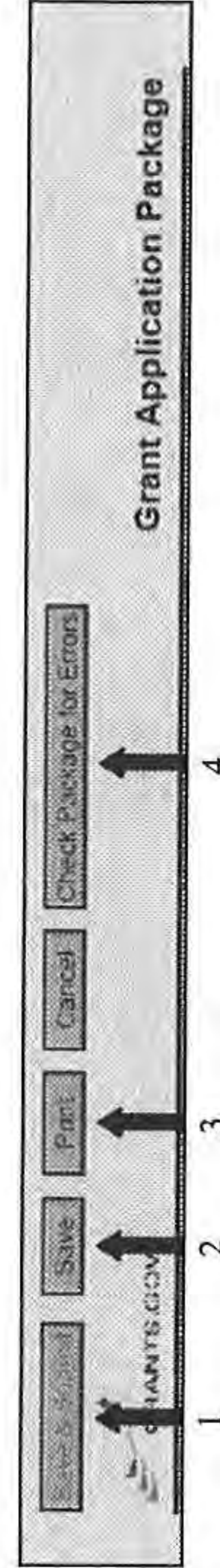


Figure 2: The Adobe Reader Toolbar

1. Submit – Click to submit the application package to Grants.gov (not available until all mandatory documents have been completed and the application has been saved).
2. Save – Click to save the application package to your local computer.
3. Print – Click to print the application package.
4. Check Package for Errors – Click prior to submitting the application package to ensure there are no errors.

Documents that you must include in your application package are listed under Mandatory Documents. Refer to Figure 3 below.

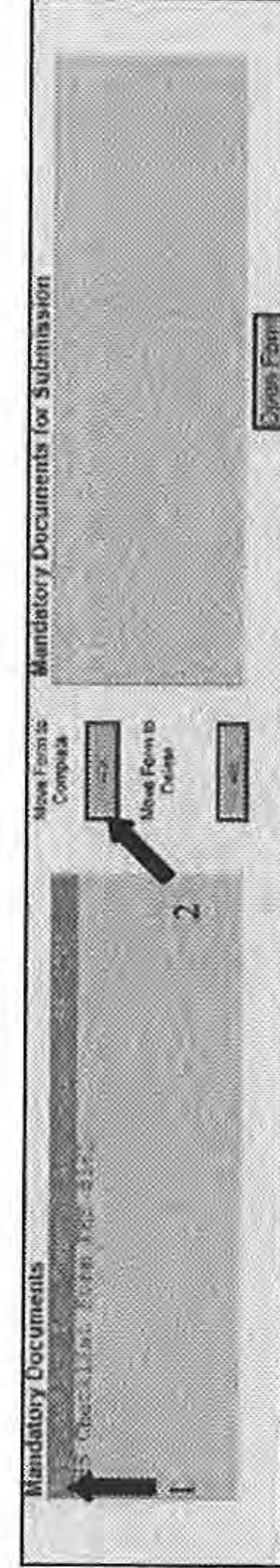


Figure 3: Working with Mandatory Documents (Adobe Reader)

1. Under Mandatory Documents, select the document you want to work on.
2. Click on the 'Move Form to Complete' button.
3. Select the document under Mandatory Documents for Submission and click on the 'Open Form' button. (Note: depending on your version of Adobe Reader, the forms may open automatically when you click on the document name.)

When you open a document for viewing or editing, Adobe Reader opens the document at the bottom of the main application page. Refer to Figure 4 below.

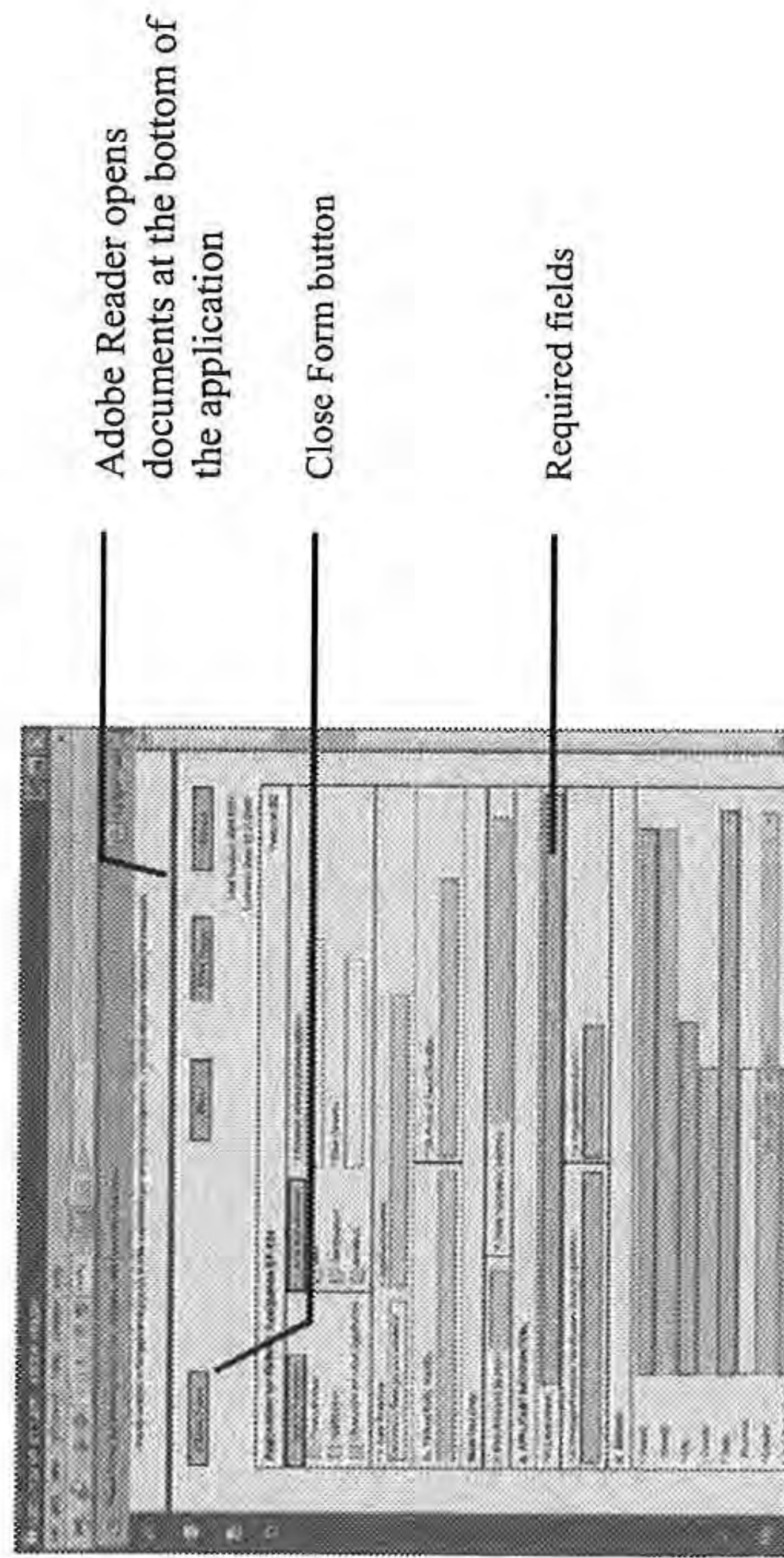


Figure 4: An Open Form in Adobe Reader

Note that the buttons are attached to the top of the page and move with the page. Click on the 'Close Form' button to save and close the form.

Special Note: Working with Earlier Versions of Adobe Reader

It is highly recommended that you remove all earlier versions of Adobe Reader prior to installing the latest version of Adobe Reader. Do this by using 'Add or Remove Programs' from Control Panel in Windows.

If it is necessary that you keep older versions of Adobe Reader on your computer, you should be aware that the program will unsuccessfully attempt to open application packages with the earlier, incompatible version. Use the following workaround to avoid this problem.

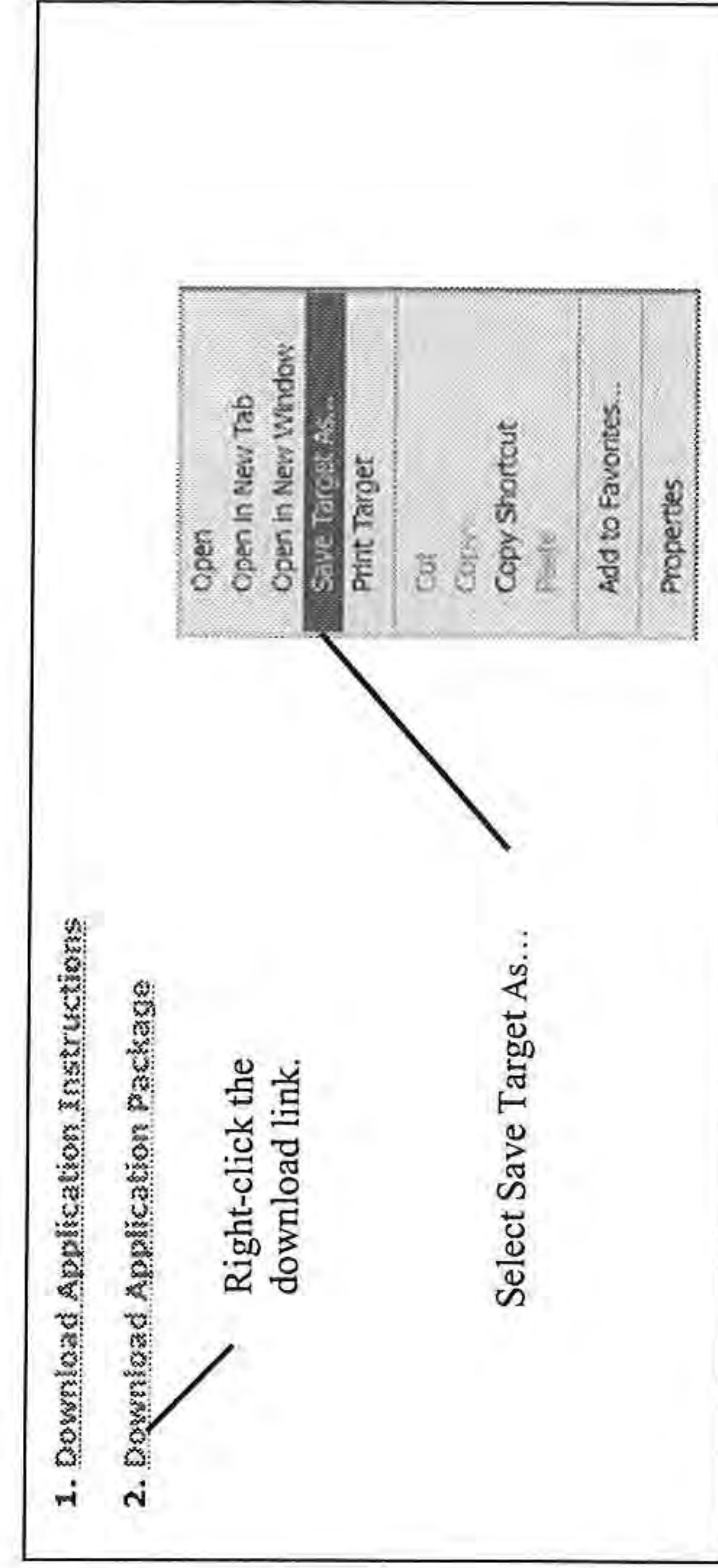


Figure 5: Downloading from Grants.gov

1. From the Grants.gov download page, right-click on the Download Application Package link and select 'Save Target As...' from the menu.
2. Save the target on your computer (preferably to the Desktop) as an Adobe Acrobat Document.

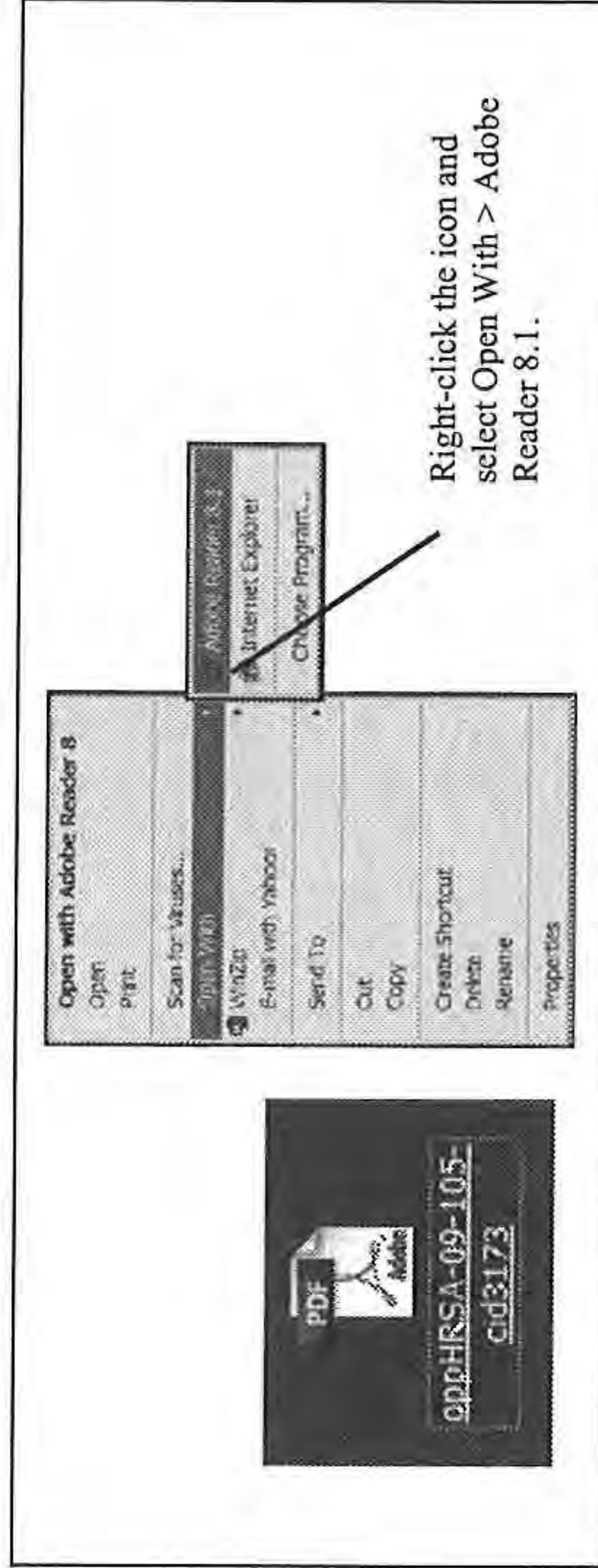


Figure 6: Selecting Open with Adobe Reader

3. Right-click the icon.
4. Select 'Open With' > 'Adobe Reader 8.1' from the menu.

7.1.3 Can I download Adobe Reader onto my computer?

There are software applications that allow you to successfully navigate the Grants.gov pages and complete your application. These applications can be found at: http://www.grants.gov/help/download_software.jsp#811#adobe811. However, depending on your organization's computer network and security protocols you may **not** have the necessary

permissions to download software onto your workstation. Contact your IT department or system administrator to download the software for you or give you access to this function.

7.1.4. Is Grants.gov Macintosh compatible?

Yes. For details, please visit http://www.grants.gov/help/general_faqs.jsp.

7.1.5. What are the software requirements for HRSA EHBs?

HRSA EHBs can be accessed over the Internet using Internet Explorer (IE) v5.0 and above and Netscape 4.72 and above. IE 6.0 and above is the recommended browser. HRSA EHBs are 508 compliant.

HRSA EHBs use pop-up screens to allow users to view or work on multiple screens. Ensure that your browser settings allow for pop-ups.

In addition, to view attachments such as Word and PDF, you will need the appropriate viewers.

7.1.6. What are the system requirements for using HRSA EHBs on a Macintosh computer?

Mac users are requested to download the latest version of Netscape for their OS version. It is recommended that Safari v1.2.4 and above or Netscape v7.2 and above be used.

Note that Internet Explorer (IE) for Mac has known issues with SSL and Microsoft is no longer supporting IE for Mac. HRSA EHBs do not work on IE for Mac.

7.2. Application Receipt

7.2.1. When do I need to submit my application?

Competing Submissions:

Applications must be submitted to Grants.gov by 8:00 p.m. ET on the due date. An application for HRSA funding must be both received and validated by Grants.gov by the application deadline.

For applications that require verification in HRSA EHBs (refer to program guidance), Verification must be completed and applications submitted in HRSA EHBs by 5:00 p.m. ET on the due date mentioned in the guidance. This supplemental due date is different from the Grants.gov due date.

Noncompeting Submissions:

Applications must be submitted to Grants.gov by 8:00 p.m. ET on the due date. An application for HRSA funding must be both received and validated by Grants.gov by the application deadline.

7.2.2. What is the receipt date (the date the application is electronically received by Grants.gov or the date the data is received by HRSA)?

Competing Submissions:

The submission/receipt date is the date the application is electronically received by Grants.gov. An application for HRSA funding must be both received and validated by Grants.gov by the application deadline.

For applications that require verification in HRSA EHBs (refer to program guidance), the submission/receipt date will be the date the application is submitted in HRSA EHBs.

Noncompeting Submissions:

The submission/receipt date will be the date the application is submitted in HRSA EHBs.

Applications must be verified and submitted in HRSA EHBs by 5:00 p.m. ET on the due date. (Two (2) weeks after the due date in Grants.gov.) Refer to the program guidance for specific dates.

7.2.3. Once my application is submitted, how can I track my application and what emails can I expect from Grants.gov and HRSA?

You can check the status of your application(s) anytime after submission by logging into Grants.gov and clicking on the 'Track My Application' link on the left side of the page. This link will also be included in the confirmation email that you receive from Grants.gov.

When you submit your competing application in Grants.gov, it is first received and then validated by Grants.gov. Typically, this takes a few hours but it may take up to 48 hours during peak volumes. You should receive four emails from Grants.gov.

The first will confirm receipt of your application by the Grants.gov system ("Received"), and the second will indicate that the application has either been successfully validated ("Validated") by the system prior to transmission to the grantor agency or has been rejected due to errors ("Rejected with Errors"). An application for HRSA funding must be both received and validated by Grants.gov by the application deadline.

Subsequently, the application will be downloaded by HRSA. This happens within minutes of when your application is successfully validated by Grants.gov and made available for HRSA to download. On successful download at HRSA, the status of the application will change to "Received by Agency" and you will receive a third email from Grants.gov.

After this, HRSA processes the application to ensure that it has been submitted for the correct funding announcement, with the correct grant number (if applicable) and grantee/applicant organization. This may take up to 3 business days. Upon this processing HRSA will assign a unique tracking number to your application. This tracking number will be posted to Grants.gov and the status of your application will be changed to "Agency Tracking Number Assigned." you will receive a fourth email from Grants.gov.

For applications that require verification in HRSA EHBs, you will also receive an email from HRSA confirming the successful receipt of your application and asking the PD and AO to review and resubmit the application in HRSA EHBs.

If it is suggested that you check the respective systems if you do not receive any emails within the specified timeframes.

NOTE: Refer to FAQ 7.2.5 below for a summary of emails.

7.2.4. If a resubmission is required due to technological problems encountered using the Grants.gov system and the closing date has passed, what should I do?
 You must contact the Director of the Division of Grants Policy, within five (5) business days from the closing date, via email at DPW@aivers@hrsa.gov and thoroughly explain the situation. Your email must include the HRSA Announcement Number, the Name, Address, and telephone number of the Organization, and the Name and telephone number of the Project Director, as well as the Grants.gov Tracking Number (GRANTXXXXXXXX) assigned to your submission, along with a copy of the "Rejected with Errors" notification you received from Grants.gov. Extensions for competitive funding opportunities are only granted in the rare event of a natural disaster or validated technical system problem on the side of either Grants.gov or the HRSA Electronic Handbooks (EHBS) that prevented a timely application submission. An application for HRSA funding must be both received and validated by the application deadline.

7.2.5 Can you summarize the emails received from Grants.gov and HRSA EHBS and identify who will receive the emails?

Submission Type	Subject	Timeframe	Sent By	Recipient
Noncompeting Continuation	"Submission Receipt"	Within 48 hours	Grants.gov	AOR
	"Submission Validation Receipt" OR "Rejected with Errors"	Within 48 hours	Grants.gov	AOR
	"Grantor Agency Retrieval Receipt"	Within hours of second email	Grants.gov	AOR
	"Agency Tracking Number Assignment"	Within 3 business days	Grants.gov	AOR
	"Application Ready for Verification"	Within 3 business days	HRSA	AO, BO, SPOC, PD
	"Submission Receipt"	Within 48 hours	Grants.gov	AOR
Competing Application (without verification in HRSA EHBS)	"Submission Validation Receipt" OR "Rejected with Errors"	Within 48 hours	Grants.gov	AOR

Submission Type	Subject	Timeframe	Sent By	Recipient
Competing Application (with verification in HRSA EHBS)	"Grantor Agency Retrieval Receipt"	Within hours of second email	Grants.gov	AOR
	"Agency Tracking Number Assignment"	Within 3 business days	Grants.gov	AOR
	"Submission Receipt"	Within 48 hours	Grants.gov	AOR
	"Submission Validation Receipt" OR "Rejected with Errors"	Within 48 hours	Grants.gov	AOR
	"Grantor Agency Retrieval Receipt"	Within hours of second email	Grants.gov	AOR
	"Agency Tracking Number Assignment"	Within 3 business days	Grants.gov	AOR
	"Application Ready for Verification"	Within 3 business days	HRSA	AO, BO, SPOC, PD

7.3. Application Submission

7.3.1 How can I make sure that my electronic application is presented in the correct order for objective review?

Follow the instructions provided in Section 5 to ensure that your application is presented in the correct order and is compliant with all the requirements.

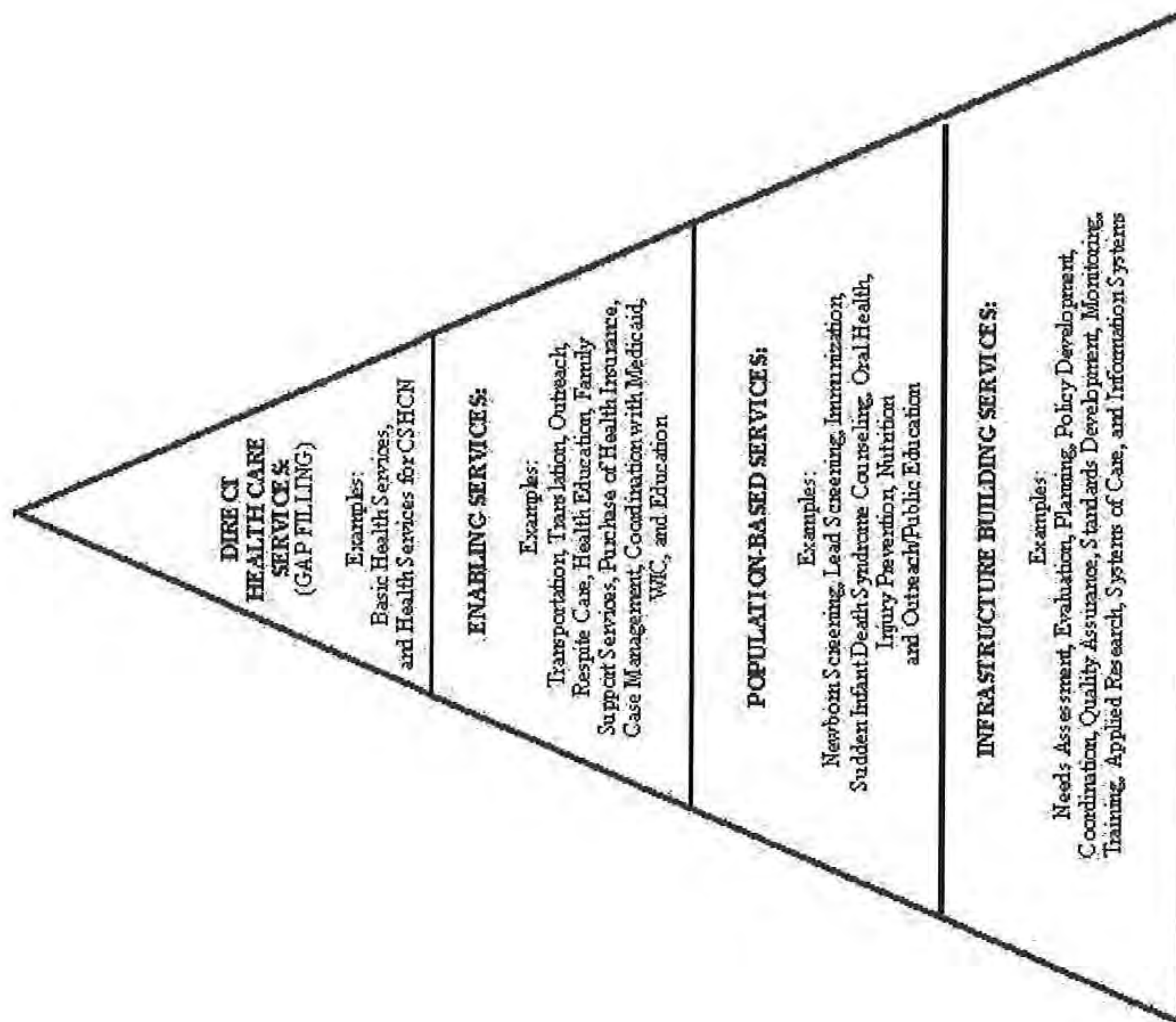
7.4 Grants.gov

For a list of frequently asked questions and answers maintained by Grants.gov, please visit the following URL: http://www.grants.gov/applicants/applicant_faq.jsp.

Grants.gov offers several tools and numerous user guides to assist applicants that are interested in applying for grant funds. To view the many applicant resources available through grants.gov please visit the following URL: http://www.grants.gov/applicants/app_help_rcso.jsp.

APPENDIX C: MCH Pyramid

CORE PUBLIC HEALTH SERVICES
DELIVERED BY MCH AGENCIES



Appendix B: Approximate Funding Levels per State¹

Alabama	\$1,414,473	Nevada	\$881,142
Alaska	\$584,256	New Hampshire	\$599,503
Arizona	\$1,792,603	New Jersey ²	\$2,035,554
Arkansas	\$1,145,502	New Mexico	\$951,952
California ⁴	\$7,782,987	New York ³	\$3,897,893
Colorado ³	\$1,842,294	North Carolina	\$2,134,807
Connecticut	\$829,224	North Dakota	\$583,156
Delaware ³	\$1,280,893	Ohio ³	\$3,047,074
District of Columbia	\$606,115	Oklahoma ³	\$1,920,105
Florida	\$3,193,733	Oregon	\$1,061,379
Georgia	\$2,419,658	Pennsylvania	\$2,070,398
Hawaii ³	\$1,298,018	Rhode Island ³	\$1,304,596
Idaho	\$763,792	South Carolina ³	\$2,036,888
Illinois ³	\$3,135,997	South Dakota	\$635,074
Indiana	\$1,546,658	Tennessee ⁴	\$3,047,046
Iowa	\$889,743	Texas ²	\$6,918,471
Kansas	\$904,690	Utah ³	\$1,535,817
Kentucky	\$1,374,345	Vermont	\$557,408
Louisiana	\$1,502,540	Virginia	\$1,411,739
Maine	\$667,546	Washington	\$1,311,814
Maryland	\$997,636	West Virginia	\$855,628
Massachusetts	\$1,096,728	Wisconsin	\$1,160,815
Michigan	\$2,014,745	Wyoming	\$562,864
Minnesota ³	\$1,701,396	American Samoa	\$500,000
Mississippi	\$1,301,012	Guam	\$500,000
Missouri	\$1,500,096	No. Mariana Islands	\$500,000
Montana	\$651,999	Puerto Rico	\$500,000
Nebraska	\$740,780	Virgin Islands	\$500,000
		Total Awards	\$87,999,989

¹ U. S. Census Bureau, Small Area Income and Poverty Estimates, Estimates for The United States - 2008, Under age 5 in poverty, 2008 <http://www.census.gov/cip/naip/national.html?year=2008&asif=>

² States with one EBHV Program grantee site

³ States with two EBHV Program grantee sites

Appendix D: MCHB Administrative Forms and Performance Measures

On October 31, 2009, the Office of Management and Budget (OMB) approved revisions to the Maternal and Child Health Bureau (MCHB) Performance Measures for Discretionary Grants (OMB number 0915-0298; expiration date 10/31/2012).

A review of the Administrative Forms and Performance Measures for this discretionary grant program will be conducted and new Administrative Forms and Performance Measures will be assigned. The revised Administrative Forms and Performance Measures will be added to this guidance following the discretionary grant form review. If the review of the Administrative Forms and Performance Measures has not been conducted prior to the release of the guidance, the MCHB project officer will forward the new Administrative Forms and Performance Measures once the review is complete.

The following Administrative Forms and Performance Measures are assigned to this MCHB program.

- Form 1, MCHB Project Budget Details
- Form 2, Project Funding Profile
- Form 3, Budget Details by Types of Individuals Served
- Form 4, Project Budget and Expenditures by Types of Services
- Form 5, Number of Individuals Served (Unduplicated) by Type of Individual and Source of Primary Insurance Coverage
- Form 6, Maternal & Child Health Discretionary Grant Project Abstract
- Form 7, Discretionary Grant Project Summary Data
- Performance Measures: To be inserted following review of the Administrative Forms and Performance Measures.
- Data Elements: To be inserted following review of the Administrative Forms and Performance Measures.

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NEXT PHASE BRAINBUILDING IN PROGRESS

BBIP Second Phase - 500K-1M

- Continue running the PSA on Channel 5 and its affiliate in Springfield. This has generated more than 2 million net impressions
- Place print ads in prominent newspapers and magazines
- Gather additional parent resources to build out parent section of BBIP website. Consider how this could be linked with EEC's website to create a parent portal to EEC's website, and the SAMSHA MYCHILD/LAUNCH marketing
- Print and distribute BBIP collateral, such as bibs, onesies, hard hats
- Link BBIP campaign to exhibit at Boston Children's Museum
- Build out community specific portals of BBIP website, to share resources with families and those motivated to get engaged
- Explore with Google, Brookes Publishing (Ages and Stages Questionnaire), and BabyCenter, building an app for parents that includes screening, appropriately targeted activities, and connections to local resources
- Connect with Text4Baby to develop local content for texting campaign that lets parents know about the \$1 Fridays at the local museum, or ideas from Mass Children at Play to keep active in line while waiting at the store
- Have Community Baby Showers (UW has a model for this) in the 18 priority communities, weaving in the BBIP messaging. Great way for those who have seen the campaign and are inspired to get engaged.

Community Planning and Mobilization - Think we could do what is below at about 50-75K per community that would also leverage CFCE resources - \$\$ would buy consultant time to augment CFCE grant \$\$ and fund a few high visibility projects to increase parent awareness and engagement - could dovetail nicely with BBIP and stimulate ongoing community engagement focused on affecting positive change in a few key areas

1. Data and research assessment: gathering relevant data and research reports from the community, assessing and developing a "data walk" for planning - can use WEAVE of UW's Community Issues Management geo mapping software to create ways to capture and share data visually.

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2. Community leadership interviews: create list of key leaders (Mayor, superintendent, community health, legislators, police and other city leaders, large businesses etc.), meet with to gauge the interest in doing this work.
3. Community interviews: developing a list of stakeholders using stakeholder types, introduction messaging, interview protocol, system for collecting interview data, report of interview analysis (priority issues, barriers, opportunities, suggested strategies and other emerging themes).
4. Parent Voice: Conduct focus groups and/or distribute a parent survey.
5. \$\$ for early and ongoing “easy win” projects to show commitment and help achieve buy-in and show early progress
6. 3 Community Meeting(s)- 1) to announce work, report what we’ve heard from interviews and surveys; and use as focus group to get feedback 2) Mid-APT process to report back on progress and get additional feedback topics under consideration, 3) to share draft final report and get feedback.
7. Recruit Action Planning Team (APT): recruit champions as chairs, create and vet list to ensure broad representation of stakeholder types, race/ethnicity, neighborhoods, age (include youth); engage chairs to make invites.
8. Facilitate APT meeting schedule (8-10 meetings/ 3 -4 hours each): Agree on theory of change, principals, priority issues and indicators to change, barriers, opportunities. Finalize goals, strategies and action steps. Determine timeline, costs and persons responsible. Approve plan. Create roll out plan
9. Community Roll Out: Additional community meeting; meeting with community leaders/ legislators and town officials, meeting with providers/city and state agencies, meeting with business community. Create and execute media plan.
10. Fundraising for Implementation Plan
11. Create implementation oversight group: a local “children/youth cabinet” that coordinates resources and monitors implementation

APPENDIX Q



Strategies for Improving the Early Education and Care Workforce in Massachusetts

SPRING 2010

Acknowledgements

Strategies for Children, Inc. (SFC) and its signature Early Education for All Campaign are appreciative of the expertise and guidance of the many individuals who contributed to this report. The creation of a statewide system to improve the training, education, and compensation of early educators has been one of the four strategic goals of the Early Education for All Campaign since its inception in 2000.

SFC extends sincere thanks to Mindy Fried, Ph.D. and Meg Lovejoy, M.Ed. for conducting two case studies of regional efforts in Springfield and Worcester to build and support comprehensive career pathways for early childhood educators in Massachusetts. Their invaluable work identified challenges faced by early educators and provided a base for recommendations to address local, regional and state functions necessary for building and maintaining a statewide workforce development system.

In addition, SFC has relied on the contributions of local leaders in Springfield and Worcester. We especially thank Rosemary Hernandez, Regional Employment Board of Hampden County, Vicki Van Zee and Camaris Denson, Preschool Enrichment Team, and Sally Fuller, Cherish Every Child, an initiative of the Irene E. and George A. Davis Foundation, from Springfield, and Dianne Bruce and Eve Gilmore, Edward Street Child Services, and Charlene Mara, Quinsigamond Community College, from Worcester. These leadership teams lent their deep understanding of the regional workforce development landscapes and met to appraise the final report with Kathy Gallo, North Shore Community College, and Katie DeVita, Massachusetts Department of Early Education and Care.

This report is intended to be complement to current efforts by the Executive Office of Education and the Massachusetts Departments of Early Education and Care (EEC) and Higher Education to further the professional development and higher education of early educators. SFC would also like to acknowledge the work of the Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force, a joint effort of EEC, the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship, as well as the efforts of the CAYL Institute, the Bessie Tarrt Wilson Initiative for Children, and Commonwealth Corporation to improve the education and training of early educators.

It is important to note that this work expands upon previous research commissioned by SFC including, “Labor supply issues in the organization and delivery of a high-quality early childhood education program” by the Center for Labor Market Studies, Northeastern University. It also draws on “Characteristics of the current early education and care workforce serving 3-5 year-olds,” a report produced by the Wellesley Centers for Women, Wellesley College with financial support from SFC.

This report would not have been possible without the financial support of Bank of America—Trustee of the Perpetual Trust for Charitable Giving, The Boston Foundation, The Irene E. & George A. Davis Foundation, Goulston & Storrs, the W.K. Kellogg Foundation, the Kravitz Family Fund at The Boston Foundation, the Nellie Mae Education Foundation, the New Directions Foundation, Pre-K Now, the W. Clement & Jessie V. Stone Foundation, The Stride Rite Foundation, the Tomorrow Foundation, Verizon, and an anonymous donor.

Finally, we thank members of our staff who worked tirelessly to bring this project to fruition and continuously strive to achieve our shared vision for Massachusetts’ young children and families. This project in particular was brought to fruition by Chad d’Entremont, assisted by Titus DosRemedios Seema Rathod, and Irene Sege.

Introduction

There is strong evidence and widespread consensus that high-quality early education and care improves children's development and increases their academic achievement, making it an important investment in human capital necessary for sustaining economic growth. Low-income children in model pre-kindergarten programs, research has shown, were 30% more likely to complete high school and twice as likely to attend college. They lived healthier lives, on average, and became more productive members of the workforce. Such gains provide immediate and sustained economic benefits.¹ In the short-term, investments in high-quality early education and care strengthen local tax bases and help reduce employee turnover and absenteeism, which cost American businesses \$3 billion annually.² Over the long-term, improved educational, health and social outcomes reduce public-sector costs, leading Nobel laureate James Heckman and other leading economists to estimate a 10-16% return on investment.³

Acting on this evidence, a broad coalition led by Strategies for Children, Inc. (SFC) and its signature Early Education for All (EEA) Campaign successfully pressed the state to begin building a system of high-quality early education for all children. Key to this effort was improving program quality. It is children's participation in *high-quality* early education and care that is linked to improved academic and social outcomes, while lower quality early education settings appear to do little to mitigate the enormous challenges faced by families living in more disadvantaged communities.⁴

In 2005, Massachusetts took steps to lay the foundation for a comprehensive early learning system and consolidated its early education and child care bureaucracies to form the nation's first Department of Early Education and Care (EEC). In 2008, the enactment of "An Act Relative to Early Education and Care" codified into law a number of state policies and programs pertaining to children's early learning, including the following:

- Enforcement of quality standards and comprehensive developmental benchmarks for publicly-funded early education and care programs and services.
- Development of programs and services to address the unique needs of infants and toddlers with an emphasis on early literacy activities and family engagement.
- Establishment of a voluntary, high-quality universal pre-kindergarten (UPK) program to enhance Massachusetts children's cognitive, linguistic and social development and school readiness.
- Implementation of an educationally sound assessment system to evaluate all early education and care programs, including age-appropriate progress and school readiness in UPK programs.
- Creation of a comprehensive workforce development system that provides professional development and training and recognizes ways to improve educational attainment among early educators.

"The handwriting is all over the place that professional development is the future of the industry. We've got to upgrade; we've got to get everybody to at least a level of what public school teachers are required for their education and compensation as well. That's the future."

-Mark Leonas, Valley Opportunity Council

Increasing the supply of high-quality early educators is, perhaps, most critical to ensuring all children have access to high-quality early learning experiences. Well-trained teachers are more effective at guiding individualized child learning, planning appropriate curricula and recognizing children's needs. Teachers' educational levels have also been linked to greater gains in children's early writing skills, language and math skills, relationships with peers and later academic success.⁵

In fact, a meta-analysis of 32 studies of pre-kindergarten programs found a significant relationship between teachers who hold a bachelor's degree and improved student learning.⁶ This evidence has led scholars in the field of early childhood education to conclude that the most effective early educators have a bachelor's degree with specialized training in early childhood education or child development.

Twenty states require lead teachers to possess a bachelor's degree with training or certification in early childhood education to work in state funded pre-kindergarten programs.⁷ The National Association for the Education of Young Children (NAEYC), whose accreditation is a widely accepted proxy for quality, will require accredited programs to fulfill specific bachelor's degree requirements by 2020. The federal law reauthorizing Head Start will require 50% of teachers and all education coordinators in Head Start centers to hold a bachelor's degree plus specialized training by 2013. In Massachusetts, Early Childhood Program Standards require that by 2017 all newly hired preschool teachers hold a bachelor's degree that includes 18 credits in early childhood and a practicum in early education.

However, improving the education and training of the early education and care workforce presents a daunting challenge. Research commissioned by SFC indicates that approximately 70% of Massachusetts preschool-aged children are enrolled in formal early education settings (e.g. Head Start, community-based centers, family child care, and public preschools), but few of these children benefit from teachers who hold bachelor's degrees and have specialized training in early childhood education.⁸

Table 1. Educational attainment of workers by service category, 2004-2005⁹

Educational Attainment	Child care		Preschool and kindergarten		Elementary and middle school	
	Mass.	U.S.	Mass.	U.S.	Mass.	U.S.
Less than 12 years	19%	20%	0%	2%	0%	0%
HS diploma/GED	33%	36%	18%	17%	3%	2%
13 – 15 years, including associate degree	32%	33%	50%	31%	3%	5%
bachelor's degree or higher	16%	10%	32%	50%	95%	93%

Source: Fogg, N., Harrington, P., & McCabe, K. (2006). Labor Supply Issues in the Organization and Delivery of a High Quality Early Childhood Education Program. Northeastern University, Center for Labor Market Studies. Prepared for Strategies For Children.

An analysis of Census data shows that 32% of kindergarten and preschool teachers in Massachusetts possess a bachelor's degree compared to 50% nationwide (see Table 1). Only 16% of child care workers have graduated from a four-year institution. These numbers are significantly lower than

the educational attainment of teachers in elementary and middle schools in Massachusetts and across the country.¹⁰

Enacting new quality standards to raise educational attainment places new burdens on early education and care providers, as well as early educators themselves. This observation is particularly true for community-based and family child care providers that have traditionally received less public funding, and been held accountable to different teacher quality standards, than public school programs. Examining educational attainment by provider type reveals that only 30% of early educators in center-based programs and only 18% of family child care providers have earned bachelor's degrees (see Box 1).¹¹ Early educators in these settings tend to be paid less than those in public programs, leading to turnover rates of approximately 30%, or roughly three times the rate in the broader educational services sector. A recent report by the national advocacy organization Pre-K Now stated that key to professionalizing the early education and care field and improving program quality is achieving parity in supports and compensation across all settings.¹²

Increasing the educational attainment and training of all early educators necessitates a comprehensive workforce development strategy that facilitates access to higher education and guides early educators in successfully completing programs once enrolled. Currently, few coordinated opportunities exist within the higher education system to advance the careers of early educators. Massachusetts standards for working early educators require only a few credit hours of instruction, not a degree or any other credential. In 2005, Massachusetts colleges and universities awarded only 180 bachelor's degrees to students majoring in some kind of early education or kindergarten teacher preparation program.¹³

This report synthesizes lessons from previous research, existing state policies, and ongoing regional efforts among early education and care providers, colleges and universities, and business and community leaders to increase the supply of high-quality early educators in local communities. More specifically, our work is informed by original research on innovative programs in Worcester and Springfield—programs funded by Workforce Competitive Trust Fund (WCTF) grants administered by the Commonwealth Corporation, explained below. Concrete recommendations are provided for building a comprehensive workforce development system that increases the education, training and compensation of early educators.

Box 1: Early Educators in Massachusetts

- Number of early educators (including Head Start, center-based, family child care, and public school preschool): 10,823
- Avg. preschool teacher salary: \$30,690
- Avg. child care worker salary: \$22,910
- Turnover rate: 29%
- Early educators with BAs (2009):
Center-based: 30%
Family child care: 18%

Sources: Early Education for All. (2006). A Report on the Cost of Universal, High-Quality Early Education in Massachusetts; U.S. Bureau of Labor Statistics. (2009). Mean annual wage for preschool teachers in Massachusetts; Massachusetts CCR&R Network. (2000). *Massachusetts Child Care Center and School-Age Program Salary and Benefits Report*; Marshall, N. L., et. al. (2005). *Massachusetts Capacity Study Research Brief: Characteristics of the Current Early Education and Care Workforce Serving 3-5 Year-olds*. Center for Research on Women, Wellesley

State investments in early educators

Massachusetts has traditionally taken a piecemeal approach to improving the educational attainment and professional development of early educators. From 1998 to 2004, the Department of Education administered “Advancing the Field,” providing grants to colleges, universities, and other training organizations to support programs and courses addressing the unique needs of early educators. Grant recipients provided financial assistance, mentoring and career counseling, and were encouraged to develop articulation agreements that recognized prior learning. During this time, the Office of Child Care Services (OCCS) created a tiered reimbursement rate system to increase the compensation of early educators working for providers serving subsidized children. And, child care resources and referral agencies (CCR&Rs), community partnerships for children (CPCs), and other organizations administered professional development programs to help early educators working with infants, toddlers, preschoolers and school-age children pursue higher levels of training, education and credentialing.

In 2005, Massachusetts consolidated its early education and child care bureaucracies to create the nation’s first Department of Early Education and Care (EEC). In addition to streamlining the delivery of services, the new department was required to establish a comprehensive workforce development system, that would:

- Align core teaching competencies with program quality standards;
- Provide training programs and professional development for early educators;
- Provide professional development in languages other than English;
- Define a career lattice outlining career pathways for early educators; and
- Promote, recognize and reward advancement in educational attainment.

This mandate was codified into law in 2008 with the enactment of “An Act Relative to Early Education and Care.”

In response to its statutory mandate, the department joined with the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship in 2007 to convene the Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force. This group of 73 diverse stakeholders within the field tackled key issues facing the early education and care workforce. The report the task force released in July 2008 recommended ongoing work in four critical areas: core competencies, orientation to the field, career lattice, and articulation agreements allowing for the transfer of credit. EEC also oversees several new and pre-existing programs designed to help early educators pursue advanced education and training (see Box 2).

“We must build the quality of our early education teaching force and encourage more talented teachers to enter this system.”

–The Patrick Administration Education Action Agenda, June 2008

Box 2: State investments in the education and training of early educators*

- **The Early Childhood Educators Scholarship program** provides financial assistance to early childhood educators working with children from birth through school-age after one year of paid employment. The program has received \$15.2 million cumulatively since its creation in FY06. SFC and the Early Education for All Campaign worked with the Massachusetts Legislature to create the scholarship program in FY06 and since then, more than 3,300 scholarships have been awarded to early educators pursuing associate and bachelor's degrees.**
- **Building Careers** funds college courses and academic advising for early education and care and out-of-school time educators who are seeking a degree in early childhood education or a related field. The program is designed to help non-traditional students succeed academically and professionally by providing career and academic advising, using a cohort model, and scheduling courses at times that are convenient for working adults. More than 700 early educators are enrolled in Building Careers cohorts at 21 Massachusetts public and private colleges and universities.
- **The Universal Pre-Kindergarten (UPK) grant program** provides funding to early education programs serving preschool-age children (2 years and 9 months to school entry) to achieve and maintain high-quality standards. Approximately half of all grant funds (48% in 2008) are spent on staff compensation and professional development activities. This makes UPK unique as a key program-level resource for workforce development; program directors are able to assess the needs of their staff and use UPK funds to address those needs. Overall, \$30.67 million has been allocated for UPK since its creation, resulting in 293 UPK Classroom Quality grants serving 6,600 children in nearly 100 cities and towns across the commonwealth.
- **The Child Development Associate (CDA) Scholarship** was designed to address costs associated with applying for the CDA credential through the Council for Professional Recognition. Scholarships covered the costs of the initial application assessment fee, the second site application fee, and the renewal application fee. State funding for this scholarship is currently unavailable.
- EEC in collaboration with child care resources and referral agencies (CCR&Rs), community partnerships for children (CPCs) and other organizations administers **professional development programs** to help early educators working with infants, toddlers, preschoolers and school-age children pursue higher levels of training, education and credentialing. In addition, EEC has endeavored to build infrastructure necessary for sustaining these activities, including a Web-based professional development calendar.

*Cumulative funding levels account for FY06 through FY10 state budget allocations; program data reflects FY09 grant reporting.
**The Early Childhood Educators Scholarship program is jointly administered by EEC and the Department of Higher Education.

However, while the department has made progress in laying the foundation for improving the education and training of early educators, it has yet to establish a comprehensive workforce development system. Current professional development programs remain disconnected from the realities of many early education and care providers as non-profit organizations and/or small businesses. Employers need a steady supply of high-quality early educators to meet impending Head Start standards, achieve NAEYC accreditation, and satisfy consumer demand—and children's needs—for quality. As a result, local and regional leaders have pursued other resources to support early educators.

The quasi-public Commonwealth Corporation administers the Workforce Competitiveness Trust Fund (WCTF) on behalf of the Executive Office of Labor and Workforce Development. Created as part of the Workforce Solutions Act/Economic Stimulus Bill of 2006, the trust fund's goals are "to improve the competitive stature of Massachusetts businesses by improving the skills of current and future workers, and to improve access to well-paying jobs and long-term career success for all residents of Massachusetts, especially those who experience structural, social, and educational barriers to employment success."

In 2008, the trust fund awarded grants to initiatives that focused on the employers of the early childhood workforce, thus acknowledging the importance of high-quality early education to the economic vitality of the state. The Springfield and Worcester regions, each with a history of addressing barriers faced by early educators, received grants totaling \$500,000 and \$343,905, respectively. These grants are being used to develop comprehensive career pathways for early educators, provide financial and technical support for obtaining associate and bachelor's degrees, and pursue wage enhancement strategies. Employers are expected to benefit from a more qualified workforce that can better serve children, satisfy consumer demand, and secure funding and accreditation to remain economically viable. A projected 285 early educators are expected to be served by workforce projects now underway in these two regions.

“From a socio-economic perspective it is imperative... to invest in early education and care. There’s a huge payback for every dollar invested in children from 0 to 5. We’re working hard to educate the larger community on the value of that investment. And as a result, that also helps to position us to help further professionalize the field.”

–Eve Gilmore, Edward Street Child Services

Recognizing the importance of the work being done in Springfield and Worcester, as well as the potential for lessons to be learned and shared with the broader field, SFC commissioned Dr. Mindy Fried in 2009 to study the two regional efforts.* Based on this research (see Box 3), this report describes both the challenges faced by early educators and the steps these initiatives are taking to address these challenges. The lessons from Springfield and Worcester inform a set of recommendations designed to help state policymakers create a comprehensive system of workforce development for early educators.

Box 3: Research methodology

The research for this study was conducted in collaboration with leaders in both Springfield and Worcester (see Appendix A for list of local partners). Researchers worked in partnership with local leadership teams to refine interview protocols and identify research subjects to ensure successful data collection. Interviews were conducted with 16 individuals in Springfield and 13 individuals in Worcester (29 total), representing the diverse interests of the early education and care field including college administrators and instructors, early childhood program providers, business and community leaders, as well as coordinators of the WCTF grant program. In addition, focus groups were conducted with key stakeholders including early educators, representatives from institutions of higher education, and early education and care program interns about to pursue early childhood studies at post-secondary institutions. Interviews were audio recorded, and data from interviews were then analyzed by themes. A qualitative software package, ATLAS.ti, was used to organize the data and facilitate the process of data synthesis and analysis. A theme-based analysis was conducted, which identified recurring themes that were then clustered and refined. Data were coded using a standard protocol, facilitated by ATLAS.ti, and communication among researchers was maintained to ensure internal consistency of findings.

* Dr. Mindy Fried was assisted in her research by Meg Lovejoy, M.Ed.

Challenges facing Massachusetts early educators

In interviews, teachers and administrators in Springfield and Worcester described the background of typical participants in workforce development initiatives, as well as the challenges and barriers they face when returning to school. Many early educators are non-traditional students who did not enroll in college directly after graduating from high school. They are often employed fulltime and have children of their own and thus may face greater challenges than younger students. In addition, some older, experienced teachers may resist returning to school. Some feel that going back to school is not relevant to their work and that their years of experience make a college education unnecessary. Others are intimidated by the higher education system and may have had negative experiences in the past. To be effective, a workforce development program must provide comprehensive support and encouragement to overcome the following:

Financial and indirect costs

Perhaps the largest challenge early educators face in attending school is an inability to afford tuition and fees. According to the Bureau of Labor Statistics, the average annual salary for center-based preschool teachers is approximately \$30,000, and for a child care worker only \$22,910.¹⁴ College tuition costs in Massachusetts are among the highest in the nation (see Box 4). In a field defined by low-wages, college is only possible for most early educators if they receive significant financial assistance.¹⁵

In addition to tuition, students need financial support for other costs, including books, student fees and computer access. Depending on location, lack of public transportation can make travel prohibitive, while costs associated with private travel, parking and gas can be overly burdensome. Finally, early educators who take classes during the day may lose pay and may be unable to coordinate their work and class schedules. Programs offered at night present different challenges, such as the cost of child care. The absence of a comprehensive system of support for the professional development of early educators can make college unattainable even when scholarships cover tuition costs.

Accessing the system

Early educators returning to college—or entering for the first time—tend to come from families and/or communities with lower levels of education and fewer economic resources than typical college students. For students who have been out of school for some time, everything from applying for admission and financial aid to deciding what courses to take can be daunting. They often need help to navigate the higher education system. Yet early educators taking classes at night or on weekends, instead of during regular business hours, may have less access to academic and other support services than traditional day students.

Box 4: College Tuition and Fees in Massachusetts, 2009-10

Two-year, public

- Tuition and fees, 2009-10: \$4,316
- Tuition and fees, 2008-09: \$3,925
- Percent change: 10%

Four-year, public

- Tuition and fees, 2009-10: \$9,240
- Tuition and fees, 2008-09: \$8,239
- Percent change: 12.1%

Four-year, private

- Tuition and fees, 2009-10: \$33,762
- Tuition and fees, 2008-09: \$32,500
- Percent change: 3.9%

Sources: College Board. (2010). *Trends in College Pricing, Tuition and Fees by State*. Retrieved from http://www.trends-collegeboard.com/college_pricing/2_4_tuition_fees_by_state.html?expandable=0.

In addition, the higher education system offers few opportunities for early educators who are adequately prepared and ready to pursue advanced learning. Limited course offerings, degree-granting programs in early childhood education, and full-time faculty positions able to accommodate the full diversity of the early education and care workforce all undermine efforts to develop career tracks for early educators within post-secondary institutions. A key issue is the inability of most colleges and universities to establish and maintain articulation agreements that recognize early educators' previous work and allow for the transfer of credits among institutions, adding to the cost and difficulty facing early educators completing bachelor's degrees.

Lack of college preparation

Once students enter college, many struggle with the foundational skills needed to succeed. This is a persistent problem for college students across Massachusetts and is not unique to early educators. A study conducted jointly by the Massachusetts Departments of Elementary and Secondary Education (ESE) and Higher Education found that 37% of Massachusetts high school graduates entering public colleges took at least one remedial course in their first semester.¹⁶ For students entering the state's community colleges, nearly two-thirds took a remedial course. For early educators, according to the interviews that Dr. Fried conducted, writing skills and computer literacy are major academic challenges.

“We have folks who have high school [degrees], but you know what? They've never written a paper. And so they have to be able to write papers. And they need support in this. They need somebody who can look at it with them and help them understand what a structure of a paper is and how it will work.”

—Michael Denney, *New North Citizens Council*

As the field of early education and care increasingly incorporates new technologies, early educators must become computer literate. Teachers and directors are beginning to put child assessment data online, for instance, and are using the Internet more and more to communicate with families. It has also become increasingly important for early educators to be competent writers. Teachers and directors may be expected to engage in child observations, write reports for families, and complete other written communications in order to meet national accreditation standards and fully monitor child progress.

Challenges for English language learners

For a growing number of early childhood educators, English is a second or third language. Although these educators may speak English on the job, many are not proficient enough to take college-level courses in English. Most colleges require early educators to be proficient in English before they enter degree programs. Few programs offer early childhood courses in languages other than English, leading to disparate opportunities for advancement. A key issue is determining whether students are “developmental students” not yet prepared for the rigor of college courses, or simply non-native English speakers struggling to learn new material in a second language. The absence of a statewide support system for the specific learning needs of those who are academically ready to attend college, but require specific language supports limits the number of qualified staff available to serve children.

In the next section, we outline WCTF grant funded programs in Springfield and Worcester specifically designed to address these challenges.

The Developing Early Childhood Educators (DECE) initiative

Springfield and the broader Western Massachusetts region have historically struggled to attract and retain highly qualified early educators. As a result, leaders in the Springfield area have frequently come together to advance a number of strategies to address barriers to improving teacher quality. Notable among these efforts is the QUEST program begun in 2005 with funding from the Irene E. and George A. Davis Foundation. QUEST provides financial assistance and other supports to enable early educators to return to school while they continue to work. The program works closely with both institutions of higher education and employers to provide adequate support for teachers pursuing professional credentials and post-secondary degrees.

The QUEST program also brought together a diverse set of stakeholders, including business, community and education leaders, eager to tie private dollars to additional funding sources to build a broader, more comprehensive approach to developing the early education workforce. High-quality early education and care was recognized as not only critical to improving educational outcomes, but sustaining both the short- and long-term economic vitality of the region. A planning group that included Senator Stephen Buoniconti and Representative Sean Curran, the Hampden County Regional Employment Board (REB), Cherish Every Child (an initiative of the Davis Foundation), and representatives from higher education and early education applied for a grant from the Commonwealth Corporation through the trust fund. In 2008, the fund awarded the Springfield region \$500,000 for three years for the Developing Early Childhood Educators (DECE) initiative.

The goals of the grant are to:

- Reduce staff turnover and the cost of replacing and retraining employees.
- Increase the number of teachers enrolling in college degree programs or otherwise working toward obtaining degrees and/or other credentials.
- Increase the ability to train more staff by grouping employers with common needs.
- Increase the ability to meet staff qualifications for Universal Pre-Kindergarten funding and other initiatives that increase quality and teacher compensation.

The DECE model is designed to build and expand upon existing workforce development models—in particular, the QUEST Program—and to have an impact in the broader Chicopee, Holyoke and Springfield region. The regional model expands the potential target population, thus achieving greater economies of scale and increasing opportunities for coordinated activities. The regional model also places greater pressure on the infrastructure—including institutions of higher education and early education and care programs—to meet the existing need.

In the first year of the DECE initiative, direct financial support was provided to 136 early educators. The completion rate for those enrolled in college courses or professional training programs was 95%. Equally important, baseline data was made available to program administrators to help them identify early educators' unique needs. Specific steps taken to support early educators' professional development include: college enrollment and financial aid assistance; bilingual and fast track programs for CDA certification; a comprehensive lead teacher certificate program; and career counseling for early educators pursuing degrees.

The Central Massachusetts Early Education and Care Professional Advancement Program

Like Springfield, Worcester's early education and care community has a strong record of working on child care advocacy issues. Led principally by Edward Street Child Services—a non-profit social service agency focused on advocacy, resource development and support for the early education and care community—leaders in the Worcester area formed the Coalition for Early Education Careers (CEEC). The coalition includes the Central Massachusetts REB, the CCR&R Child Care Connection, and representatives from early education and care programs. The coalition also includes the Worcester Public Schools and YouthWorks, an employment initiative, which works with the public schools and CEEC to help low-income youth enter the early education and care field. Finally, and perhaps most importantly, the Colleges of Worcester Consortium—five area colleges offering early education and care programs—joined the coalition: Quinsigamond Community College, which offers an associate degree in early education, and Anna Maria College, Bay Path College, Becker College and Worcester State College, which all offer bachelor's degrees in education, human services and/or psychology with core courses in education.

In 2008, CEEC applied for and received a WCTF grant from the Commonwealth Corporation totaling \$343,905 for three years to establish the Central Massachusetts Early Education and Care Professional Advancement program. The goals of the program are:

- The implementation of a viable salary and incentive-driven career lattice for current and prospective early educators employed in the Worcester area;
- Increased numbers of employees in the field of early childhood education with associate and bachelor's degrees;
- Increased wages and benefits for early childhood education employees.

The program established specific outcomes to be achieved by the end of the three-year grant period. The program must enroll a minimum of 100 participants. Of these, 32 must enter the program as new recruits into the field, either as recent high school graduates or unemployed individuals interested in careers in early education and care. The remaining 68 participants must be incumbent workers at one of four participating early education and care providers. They must be pursuing a degree or other credential in early education or take nine courses (three a year) toward a credential or degree.

First year outcomes show that 115 early educators entered the program and 73 participants completed a total of 182 college credit courses and basic education courses. Nine participants have already completed the full range of requirements needed to obtain new professional credentials. Specific emphasis was placed on providing supports to early educators navigating the higher education system, including: working with career specialists to properly register for courses and complete Free Application for Federal Student Aid (FAFSA) forms, connecting early educators to tuition aid available through EEC, providing academic advising on college coursework, and assigning prospective students to appropriate training tracks to facilitate successful course completion. In addition, strong partnerships with local employers led to wage enhancements for early educators successfully completing college courses.

Recommendations

The experiences of Springfield and Worcester provide important lessons for building a statewide system to support all early educators in pursuing and earning post-secondary degrees. Based on the positive initial impact of workforce development initiatives funded by WCTF grants, combined with the review of existing research on promising practices for improving the educational attainment and professional development of early educators, we offer the following recommendations for developing a comprehensive statewide workforce development system.

1. The Executive Office of Education should improve collaboration across state level agencies to better support early educators attending state colleges and universities.

Research into public policy suggests that the centralization of key functions is necessary to align standards and services, effectively distribute resources and achieve economies of scale.¹⁷ Decision-makers at both the federal and state levels have recognized the importance of establishing high-level support to help facilitate the implementation of early education and care policies, including workforce development. For example, the 2007 reauthorization of Head Start requires the creation of a State Advisory Council to oversee ongoing professional development for early educators and individual professional development plans.¹⁸ In Massachusetts, EEC is positioned to serve this purpose.

Interviews with leaders in Springfield and Worcester indicated that the establishment of EEC merged disparate funding streams and brought greater consistency to state regulations that guide workforce development policies. The result has been an expanded focus on professional requirements and increased public awareness of the important role early educators play in determining program quality. The next step is to leverage state leadership to better coordinate public policy with the disparate activities of post-secondary institutions. In Springfield and Worcester, the willingness of institutes of higher education (IHEs) to work with local leaders to improve access to college courses and align programs with state policy goals has been critical to the success of their workforce development initiatives (see Box 5).

Box 5: Partnerships with higher education

Springfield	Worcester
<ul style="list-style-type: none"> ▪ American International College ▪ Bay Path College ▪ Cambridge College ▪ Elms College ▪ Greenfield Community College ▪ Holyoke Community College ▪ Springfield College ▪ Springfield Tech Community College ▪ Westfield State College ▪ UMass Amherst (University w/o Walls) 	<ul style="list-style-type: none"> ▪ Quinsigamond Community College ▪ Bay Path College ▪ Becker College ▪ Anna Maria College ▪ Worcester State College

Leaders at the state level should now foster similar enthusiasm in other areas of the commonwealth and coordinate offerings across institutions, encourage the development of early childhood education programs, and establish articulation agreements allowing for the transfer of credit between institutions to provide a more uniform statewide system that effectively serves all early educators.

Under the direction of the newly established Secretary and Executive Office of Education (EOE), EEC and the Department of Higher Education (DHE) have formed a joint task force to address inefficiencies in the delivery of the Early Childhood Educators Scholarship program. The next step is to collaborate on addressing the recommendations of the Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force and work with IHEs to develop shared understandings of core competencies for early educators and articulation and transfer of credit agreements for early childhood education programs. One strategy for facilitating collaboration between EEC and DHE and Massachusetts colleges and universities is to create a full-time position at EOE or DHE responsible for the coordination and alignment of curriculum and programs serving the early education and out-of-school time fields across state agencies.

2. Public and private investment should support regional and/or local entities in developing infrastructure to sustain workforce development programs.

While state guidance is necessary to build a comprehensive workforce development system, support for early educators must be provided closer to home for programs to be successful. NAEYC, through its Early Childhood Workforce Systems Initiative, advocates for an integrated system of professional development that coordinates activities at the state and local levels across the early childhood sectors, including child care, Head Start, prekindergarten, public schools, early intervention, special education services, etc.¹⁹ In the absence of regional and local infrastructure, early educators may struggle to navigate a career path that leads to advancement.

The development of effective partnerships was a key prerequisite to building infrastructure in the Springfield and Worcester regions. These partnerships coordinate educational and training activities and strengthen each area's institutional capacity to support a sustainable system. By bringing together diverse interests around shared purposes, both communities leveraged their unique skills and resources to obtain the WCTF grants that enabled them to take significant steps toward building comprehensive career pathways for early educators.

In Springfield, the Hampden County REB played a key leadership role in highlighting the issue of workforce development and securing support from the Commonwealth Corporation. The Davis Foundation funded programmatic pieces not covered by the WCTF grant. The Preschool Enrichment Team offered counseling and support services to participants in the WCTF funded program, as they do via QUEST. Individual early education and

“We weren’t in the business of early education, but (the Regional Employment Board) needed to attack the issue of teachers in the classroom... The quality of teaching is so critical. This was the impetus for the development of our current programs and policies to advance the career pathways of early childhood teachers in Springfield.”

– Bill Ward, Hampden County Regional Employment Board

care providers supplied on-the-ground resources and grass roots support to ensure successful implementation of the overall program.

In Worcester, key stakeholders played similar roles. Edward Street Child Services provided leadership in forming the CEEC to apply for funding from the Commonwealth Corporation. Both the Colleges of Worcester Consortium, with its career and financial advisement resources for low-income and non-traditional students, and the Worcester Technical School, with its specialized pre-college programs and courses in early childhood education, enabled stakeholders to capitalize on a preexisting infrastructure.

Although the collaborations described above emerged from self-motivated community members already engaged in early education and care, the experiences of Springfield and Worcester offer “lessons learned” that can be used to develop statewide policies to produce similar successes. State funds for workforce development programs should be tied to criteria designed to help develop local and regional plans and then the infrastructure to fulfill them, including:

- Establishing regional program coordinators to improve the management of workforce development programs by communicating with key stakeholders;
- Promoting needs assessments to identify local early educator needs and leverage community resources to support project goals;
- Requiring formal collaboration, such as monthly meetings among stakeholders to review program outcomes and encourage widespread participation; and
- Enforcing accountability standards for lead agencies and program participants to achieve defined program outcomes, including the collection and maintenance of data, development of strategic plans for coordinating activities, and help facilitating the formal evaluation of state-funded programs.

A number of existing and emerging public policies in Massachusetts provide opportunities to strengthen regional and local infrastructure for workforce development. For example, professional development requirements linked to program licensing, as well as a Quality Rating and Improvement System (QRIS) designed to evaluate and support program quality, provide incentives for greater local investment in workforce development. The creation of an electronic workforce registry will make it easier to assess community needs, collect data and measure progress. Finally, Massachusetts recently created regional Readiness Centers that will offer instructional and professional development support to teachers across the education spectrum. These centers aim to improve the quality of teaching from birth through higher education and will offer services and activities that address local and regional educational needs and statewide priorities. The Readiness Centers will “support the development of more aligned and comprehensive models for professional development, will provide focused and consistent collaboration, create a stronger network for disseminating information about best practices, etc.”²⁰

3. Public and private investment should be directed to providing tuition assistance for early educators seeking post-secondary degrees.

Research shows that better educated professionals provide higher quality education and care.²¹ Promoting advancements in teacher education is an important part of a comprehensive workforce

development initiative. However, as noted above, many early educators face barriers to obtaining a post-secondary degree. The heavy cost of tuition and fees is one of the greatest obstacles facing teachers. As a result, a number of states have enacted financial assistance programs for early educators seeking higher education. Pennsylvania's Keys to Professional Development program provides reimbursements for courses that earn college credits and subsidies for CDA assessment fees. The state's Education and Retention Awards provide additional funding to programs for highly-qualified staff, including directors with bachelor's degrees and staff with bachelor's and associate degrees and CDAs.²² The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Scholarship Program developed in North Carolina offers scholarships and support systems for improving the education and compensation of child care workers. Twenty states have adopted the T.E.A.C.H. model.²³

In Springfield increasing access to higher education is a substantial focus of the WCTF-funded programs. Direct support for college tuition accounts for 48% of the total budget. Overall, funding totaling \$500,000 is projected to support 185 early educators pursuing post-secondary education and advanced training.

At the state level, Massachusetts provides a number of programs that offer financial support to early educators. The Early Childhood Educators Scholarship program provides tuition assistance to early educators after one year of employment to pursue an associate or bachelor's degree in exchange for continued employment in the field. The program has received \$15.2 million cumulatively since its creation in FY06. It has awarded more than 3,300 scholarships to early educators pursuing degrees. Increased investment in this program and Building Careers (described in Box 2) would address one of the most significant barriers to improved education and training among early educators.

4. Workforce development programs should use a "cohort model" to support early educators attending institutes of higher education.

The Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley has stated that "cohort model" programs are a particularly promising approach to workforce development. Cohorts provide adult learners in a participating institution with a support structure built around similar courses of study. CSCCE's research into six cohort programs in California revealed widespread satisfaction with this approach among both students and program administrators. The group experience, CSCCE reported, "facilitated the creation of learning communities and provided sources of social-emotional and academic support, and opportunities for reflection about teaching practice."²⁴

Worcester's WCTF-funded program is designed to enhance the success of program participants by grouping them into different cohorts according to their level of educational preparedness and progress toward attaining a certificate or degree. Examples include:

- Recent high school graduates participating in YouthWorks or employed adult learners who require college preparatory coursework to qualify for degree matriculation (e.g., GED, ESL or other college preparatory coursework);
- Student workers enrolled in a CDA or associate degree program; and
- Student workers transferring to or enrolled in a bachelor's degree program.

Similarly, Springfield has established a lead teacher cohort to better support early educators pursuing this credential. These cohort models are ultimately expected to lead to greater educational attainment because grouping students by course load and education level increases peer support, improves program administration and advisement, and creates cost efficiencies.

The Massachusetts Building Careers program provides grants to IHEs to fund college courses and academic advising for early education and care and out-of-school time providers seeking degrees in early childhood education or related fields. Building Careers is specifically designed to help non-traditional students succeed academically and professionally by using a cohort model and scheduling courses at times that are convenient for working adults. In fiscal year 2008, the Building Careers program served 759 students at 21 public and private colleges and universities at a cost of \$1.2 million. In the same year, Building Careers provided 103 courses and more than 400 hours of services that included academic advising, matriculation support and English for speakers of other languages (ESOL) support.²⁵ Overall, \$1.8 million in cumulative state funds have been provided since FY08 when initial federal funding expired and advocacy by Strategies for Children led to state financial support.

5. Workforce development programs should take a “case management approach” to addressing the needs of early educators.

A number of states recognize the need to provide early educators with intensive support, often through mentoring or career advisement, to facilitate their progress through post-secondary institutions. For example, the Connecticut Charts-A-Course early childhood professional development system and registry offers career counseling in English and Spanish in the form of career advisement, transcript evaluation, scholarship guidance and other trainings.²⁶ Programs in Arkansas, California and Georgia prepare early childhood professionals to serve as trainers and mentors to other teachers and program directors.²⁷ The Pennsylvania Infant Mentoring Project, created by the Capital Area Early Childhood Institute, provides training and information to child care providers and parents of children birth to age three.²⁸ An evaluation of this program found that individualized mentoring produced positive changes in the overall quality of child care programs and in caregiver interactions, as well as a greater feeling of professionalism among participants.²⁹

More broadly, research into career mentoring programs has demonstrated that after controlling for formal education, the extent to which teachers were supervised and mentored predicted their responsive involvement and engagement with children.³⁰

A study investigating the mentoring and training of 103 urban early childhood educators in the Los Angeles area concluded that clearly defined and supported professional development pathways are important for encouraging effective teaching behaviors.³¹

“[Career counselors have] been really great at sitting down with people and saying, ‘These are what your college options are... How important is it that you be in a classroom? How important is flexibility? Do you know how to use a computer? What courses do you already have under your belt?’ And so they have done a really wonderful job of helping teachers figure out how best to go ahead and get their degree.”

—Linda Calkins, *Springfield College*

This evidence suggests mentoring and career advisement are critical components of effective workforce development systems. Both the Springfield and Worcester WCTF-funded programs address this need through a case management approach that provides a multi-faceted and coordinated method of helping early educators navigate the complex systems of institutes of higher education. A career specialist serves as case manager and provides college admissions counseling, career and financial aid advisement, and referrals to tutoring, ESOL services and study skills coaching. The career specialist also monitors and documents student progress and outcomes and acts as a liaison between students and colleges. In programs where funding does not cover the full cost of students' tuition, a career specialist can explain financial aid options and teach students how to fill out the FAFSA forms.

In an effort to better serve early educators as they navigate professional development and higher education, EEC has established an Educator and Provider Support (EPS) Unit in its central office and plans to establish branches within each regional office.³² The presence of EPS will help EEC better serve its mission of being responsive to the workforce. EEC has also empowered local entities to support the workforce through its newly consolidated Program and Practitioner Supports grant. This \$2 million grant program permits several possible local support expenditures, including accreditation supports. Finally, another source of mentoring and career counseling lies in the Building Careers, described in the preceding recommendation.

In the coming years, a fully developed professional development registry would gather comprehensive annual data about who in the workforce needs career counseling, how “case management” should be structured to meet providers' needs, and who should be responsible and accountable for delivering these services.

6. EEC should develop a career lattice that identifies appropriate levels of education, training, and experience for early educators and a pathway for professional success.

The term “career lattice” refers to a framework of multiple pathways for professional growth. It allows early educators to move vertically, horizontally or diagonally through the system throughout their careers. The ideal career lattice for the early education and care workforce would not only acknowledge experience, education and expertise but also provide the early educator with a clearly defined career pathway.

The National Child Care Information and Technical Assistance Center (NCCIC) states that a career lattice “defines levels of mastery connected to a progression of roles or a progression of training and education in the early childhood field.” State professional development systems often use career lattices tied to core knowledge and competency acquisition as the framework for provider and training registries. Some states align career lattices with their QRIS.³³ Career lattices can provide empowering financial and personal incentives, as well as flexibility for teachers throughout their careers.³⁴

In each of the two cases in our study, local leaders examined this critical issue. Through their Developing Early Childhood Educators initiative, Springfield planned to create a career lattice that would bring together opportunities for people of varying experience, education and personal aptitude across the field of early education and care. One goal of Worcester's WCTF grant is to implement an incentive-driven career lattice for current and prospective early educators.

EEC is still in the early stages of developing a statewide career lattice. The Massachusetts Early Education and Care and Out-of-School Time Workforce Development Task Force recommended professional development strategies that include establishing a road map or career lattice for educators. The career lattice would delineate a career path with compensation linked to achievement. The Professional Development Task Force, the working group charged with helping EEC implement these workforce recommendations, has begun drafting a streamlined “career ladder,” based on research-based evidence and the state’s core competencies for the workforce. Designing core competencies—clearly defined professional development standards and content areas—in 2009 was a critical precursor to designing a career ladder, as is the drafting and piloting of QRIS standards. The staff qualifications outlined in the QRIS levels form a natural career pathway and progression for providers to follow. The career lattice/ladder should align with existing policies to help ensure professional growth and degree attainment for early educators in a systematic way. Acknowledging diverse provider types within the field, EEC plans to complete separate career ladders for center-based programs, family child care, and school-age programs.³⁵

7. EEC in collaboration with other state agencies and private organizations should ensure that workforce development programs are linked to increased compensation.

A major barrier to attracting and retaining qualified early educators is low wages. Linking advanced education and training to increased compensation is a critical step in constructing an incentive-driven career lattice. Early childhood professionals who earn higher wages provide higher quality care, research shows. In addition to teachers’ level of education and specialized training, their wage rate is one of the strongest predictors of program quality.³⁶ Children served by higher-paid early educators achieve higher academic outcomes.^{37, 38}

Despite this evidence, early childhood educators remain among the most poorly paid professionals in the nation.³⁹ Low wages add to job instability and are associated with high staff turnover in early education and care settings.⁴⁰ “The Massachusetts Early Care and Education Staff Recruitment and Retention Report,” conducted by the Office of Child Care Services in 2001, found that early childhood program directors and staff, as well as educators in institutes of higher education all agreed that low compensation was a key barrier to both recruiting and retaining staff. According to research by the Wellesley Centers for Women, turnover rates in Head Start and center-based programs are approximately 30%, or roughly three times the rate in the broader educational services sector.

A number of states have models for addressing early educator compensation. For example, California, Florida, Georgia, Illinois, Kansas, Minnesota, Montana, North Carolina, Oklahoma, Oregon, Utah, Washington and Wisconsin all have initiatives to increase early educator salaries.⁴¹ One notable program is WAGE\$, currently operating in Florida, Kansas and North Carolina. This program is “designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care.” WAGE\$ provides education-based salary supplements to low-paid early educators working with children from birth to age 5.⁴² Pennsylvania’s Education and Retention Awards target early education and care providers and offer financial incentives to programs that employ highly-qualified staff, including directors with bachelor’s degrees and early educators with bachelor’s and associate degrees and CDAs.

The WCTF-funded programs in Springfield and Worcester have focused on including compensation components for early educators achieving higher levels of education or credentialing. Early education and care providers participating in the Worcester program were asked to sign memorandums of understanding to provide teachers with increased wages. The Springfield plan includes a number of projected business outcomes linked to increased early educator compensation, including reducing staff turnover by at least 25% and reducing the cost of temporary staffing by at least 30%.

While Massachusetts has yet to directly address early educator salaries statewide, a number of programs administered by EEC provide important sources of financial support. The Massachusetts Universal Pre-Kindergarten (UPK) program provides grants to public school, center-based, and family child care providers that meet high standards to improve and sustain program quality. Research by Abt Associates found that UPK grantees, on average, spent 24% of their grant funding on increased staff compensation in the first year of funding. In the second year of the grant award, they increased funding for staff compensation to 31%.⁴³ Furthermore, 50% of family child care providers, 60% of public school programs and 70% of child care centers identified staff compensation as the area of greatest financial need and indicated that if additional funding was available, they would use it to increase staff compensation.

The proposed Massachusetts Quality Rating and Improvement System (QRIS) may provide a more systematic statewide approach to increasing early educator compensation. To reach higher quality ratings, the state envisions programs demonstrating use of a salary scale that increases employee wages based on education, experience and performance. Financial incentives and tiered reimbursements awarded to programs participating in the QRIS can also be used to increase teacher wages and establish an incentive-driven career lattice. The EEC Board recently voted to allocate \$4 million dollars for maximum grants of \$10,000 to early education and care programs participating in a QRIS pilot program. QRIS standards include a sliding salary scale in the District of Columbia and a number of states: Delaware, Louisiana, Maine, Maryland, New Hampshire, New Mexico, Ohio, Oklahoma, Pennsylvania and Tennessee.⁴⁴ Establishing a framework for identifying and monitoring quality standards for programs and early educators is critical to developing an effective and efficient approach to increasing compensation.

8. Massachusetts colleges and universities should address the needs of English language learners (ELLs) through bilingual courses and other educational supports.

Proficiency in reading, writing and speaking English are important prerequisites for full participation in the labor market. People who struggle with English face limited access to education and worker training programs. In Massachusetts, individuals self-identifying as Latino or Hispanic make up the state's largest racial/ethnic minority (8%) and tend to be overrepresented in the early education and care workforce.⁴⁵ The Wellesley Centers for Women at Wellesley College found that 22% of Head Start teachers, 8% of center-based staff and 11% of family child care providers identify as Latino or Hispanic.⁴⁶ While many of these individuals are proficient in English, roughly one-third are foreign born and, potentially, non-native speakers. ESE reports that a substantial majority of ELLs in public schools are Spanish-speakers (54.6%), but language supports are also needed for significant numbers of students speaking an estimated 112 different primary languages, including Portuguese (9.3%), Khmer (4.1%), Creole/Haitian (4%), Vietnamese (3.5%), Chinese (3.2%), Cape

Verdean (2.7%), etc.⁴⁷ It is appropriate to assume similar proportions of adults require language supports, creating a unique challenge for workforce development programs that frequently serve non-traditional students, but rely on traditional education pathways to facilitate career advancement.

The National Literacy Panel of Language-Minority Children and Youth, created by the U.S. Department of Education, reported that the most effective approach to improving proficiency in reading, writing and speaking English is to engage non-native speakers in their own language.⁴⁸ Studies show that students at both the elementary and secondary school levels who participate in bilingual education programs demonstrate greater proficiency in English, on average, than students who participate in English-only programs. Research focusing on adult learners is more limited, but has produced similar findings. Non-native adult speakers receiving instruction in their own language exhibit greater English language proficiency.⁴⁹

Acting on this evidence, a number of small scale projects in other states target the education and professional development of early educators who are not yet fluent in English. The National Council of La Raza reports that Cabrillo Community College in California provides a Spanish/English Early Childhood Teaching Skills Certificate program in partnership with a local Head Start agency. The program includes bilingual college courses in early education and care, as well as paid internships and tutoring for Spanish-speakers. Portland Community College, in Oregon, partnered with a local Migrant and Seasonal Head Start agency to create the “Un Puente al Futuro: Educating Head Start Teachers and Staff of Latino Children” project. Latino teachers are given assistance in obtaining an associate degree in early childhood education through a program that offers introductory classes in Spanish. Advanced classes are offered only in English, but English-language support, mentoring and tutoring is provided to help ELLs.⁵⁰

In Springfield, where 48% of teachers participating in the WCTF-funded program identify as Latino and 20% report limited English skills as a barrier to career advancement, similar strategies have been employed. A number of instructors at nearby IHEs teach early childhood classes bilingually and are committed to breaking down barriers for Spanish-speaking teachers. Building on such examples, the WCTF-funded program applies an innovative and more systematic approach to addressing the needs of ELLs. Early educators are now able to take ESOL classes with early childhood content and/or complete a “fast track bilingual CDA.” Providing bilingual options has begun to chip away at some of the barriers non-native speakers face in advancing their careers.

At the state level, despite a number of programs designed to support early educators, Massachusetts has yet to adequately address the needs of non-native speakers. EEC’s FY10 Annual Legislative Report identifies the creation of a “workforce system that maintains worker diversity” as a key goal, and the department has made efforts to translate its website, trainings, and policy documents, such as the newly adopted licensing regulations. Further, the implementation of the workforce registry will likely help improve understanding of the participation and needs of language-minority populations in the early education and care workforce. However, a more specific and targeted strategy is needed to help non-native speakers access post-secondary education and develop the knowledge and skills that lead both to career advancement and better outcomes for young children.

9. EEC and ESE should work together to ensure early childhood programs in vocational high schools create a pipeline of highly-qualified early educators.

According to the U.S. Department of Labor, from 2006 to 2016 the number of employed child care workers is expected to grow by 21% as more parents enter the workforce.⁵¹ Vocational education offers important options to high school graduates who consider themselves unlikely to attend college and enhances their chances of employment in high-demand fields.⁵² Offering early education and care tracks in vocational schools addresses a state economic need, increases career opportunities for students who might otherwise struggle to enter the workforce, and prepares them to pursue post-secondary training in early childhood.⁵³

A critical component of Worcester's WCTF program is an entry-level early education career path for high school students and recent graduates. By partnering with YouthWorks, the Worcester WCTF program effectively incorporated existing infrastructure into its program design, creating a pathway that starts in high school with the Worcester Public Schools providing pre-college coursework in early education. The youth employment initiative pays eligible students to work in centers after school and/or for part of the summer.

Those students placed in early education and care programs participating in the WCTF-funded program are eligible to receive case management services and other supports to pursue a certificate or degree in early education. A further advantage of this approach is that it can cut down or eliminate a prospective student's waiting time for an Early Childhood Educators Scholarship administered by EEC and funded by the state. This scholarship requires recipients to have been employed in the early education field for one year.

Similar opportunities are available to students through the Massachusetts career/vocational technical education system. Thirteen of 26 vocational high schools in the state offer programs in early education and care, as do a handful of local and regional school districts. However, it is important to note that critics of vocational education argue that due to preexisting factors vocational education students are more likely to have deficiencies in basic academic skills, less likely to take challenging courses in math and science and more likely to drop out of high school.⁵⁴ The potential exists for creating a two-track educational system that denies access to college and entry into higher-paying occupations.

For vocational education programs to be successful, it is imperative that career training allow for college attendance and career advancement. To address this concern Massachusetts is working to revise current Career/Vocational Technical Education Standards to incorporate the Common Core Standards, which are more aligned with college preparation. More generally, High Schools that Work (HSTW), an initiative of the Southern Regional Education Board, focuses jointly on providing students with challenging academic courses and career technical training to raise overall achievement. There are currently 1,100 HSTW sites in 32 states, including 10 schools in Massachusetts.⁵⁵ These schools can be used as templates for providing secondary students with training in early education and care in a way that does not limit their future options. Finally, the state's newly formed Readiness Centers can play a vital role once students graduate from high school by organizing professional development opportunities to facilitate college entry for working

“It’s just not retention and increasing the quality of our current staff, but identifying high school and young college age students to see this as a profession of choice, and giving them opportunities also.”

–Joan Kagan, Square One

adults. Readiness Centers can also help early educators create the kind of professional communities that lead to long-term learning and success.

10. State government should ensure that state-funded workforce development programs are outcome-driven and accountable for achieving high-quality standards.

For workforce development programs to be successful, it is critical to identify and achieve goals aligned with improving teacher quality. Both the Springfield and Worcester WCTF-funded programs outline specific outcomes to be achieved (see above), including employee outcomes and business outcomes that can be communicated to policymakers. Identifying outcomes at the start of any initiative establishes clear goals and informs program design. Furthermore, in order to track progress and measure success over time, it is critical to rigorously evaluate the implementation, process and outcomes of workforce development programs. Data should be collected in an ongoing manner to provide programs with continuous feedback that allows them to make adjustments to better reach their articulated goals. Outcome-based data should be collected regarding the impact of a program. This can include the numbers of teachers who pursue and complete degreed programs, the number of institutes of higher education that create articulation agreements, and the effect of the initiative on developing a pipeline to the field. Ultimately, having an evaluation system in place could provide important information about the impact of workforce development initiatives on the quality of teaching in the classroom, teacher compensation, teacher retention rates, and overall program quality.

Concluding remarks

Adopting the above recommendations and increasing the supply of high-quality early educators is expected to provide widespread benefits to participants in the early education and care field. Early education and care programs will gain access to a more qualified workforce that meets national accreditation and state standards, and by extension demonstrate to consumers a continued capacity to provide high-quality learning experiences for young children. Early educators will take steps toward professionalizing their field, which may result in higher wages for this historically underpaid profession. And finally, as noted above, children and families will benefit from better educated and trained early educators, leading to greater exposure to high-quality early education and care, better opportunities for learning and development, and increased preparedness for school and future success in life.

Appendix A

Provided below is a list of community leaders interviewed in Springfield and Worcester. Their insights on the early education and care workforce, as well as ongoing regional efforts to improve workforce development, including WCTF-funded initiatives, were integral to crafting SFC's recommendation for building a comprehensive workforce development system.

Springfield

- Amy Carey, Department of Early Education and Care
- Arlene Rodríguez, Springfield Technical Community College
- Bill Ward, Hampden County Regional Employment Board
- Debbie Flynn Gonzalez, Square One and adjunct faculty at Cambridge College
- Janis Santos, Holyoke-Chicopee Head Start, Inc.
- Janet Steigmeyer, Holyoke-Chicopee Head Start, Inc.
- Joan Kagan, Square One
- Judi Goodwin, Springfield Public Schools
- Karen Stevens, UMass Amherst, University Without Walls
- Keith Hensley, Holyoke Community College
- Linda Calkins, Springfield College
- Mark Leonas, Valley Opportunity Council
- Michael Denney, New North Citizens Council
- Rosemary Hernandez, Developing Early Childhood Educators, Hampden County REB
- Susan O'Connor, Western Massachusetts Out-of-School Time (West MOST)
- Vicki VanZee, Preschool Enrichment Team

Worcester

- Bob Morrison, YouthWorks
- Carol Donnelly, Worcester State College
- Eve Gilmore, Edward Street Child Services
- Donna Cohen-Avery, Department of Early Education and Care
- Linda Cavaioli, YWCA of Central Massachusetts
- Marsha Forhan, Worcester Educational Opportunity Center
- Mary Rose, Worcester Technical High School
- Paula Rigerio, Colleges of Worcester Consortium Inc.
- Linda Granville, YWCA of Central Massachusetts
- Sheila Diggins, Worcester Comprehensive Child Care Services
- Jeffrey Turgeon, Central Massachusetts Regional Employment Board
- Charlene Mara, Quinsigamond Community College
- Joanne Gravell, Child Care Connection

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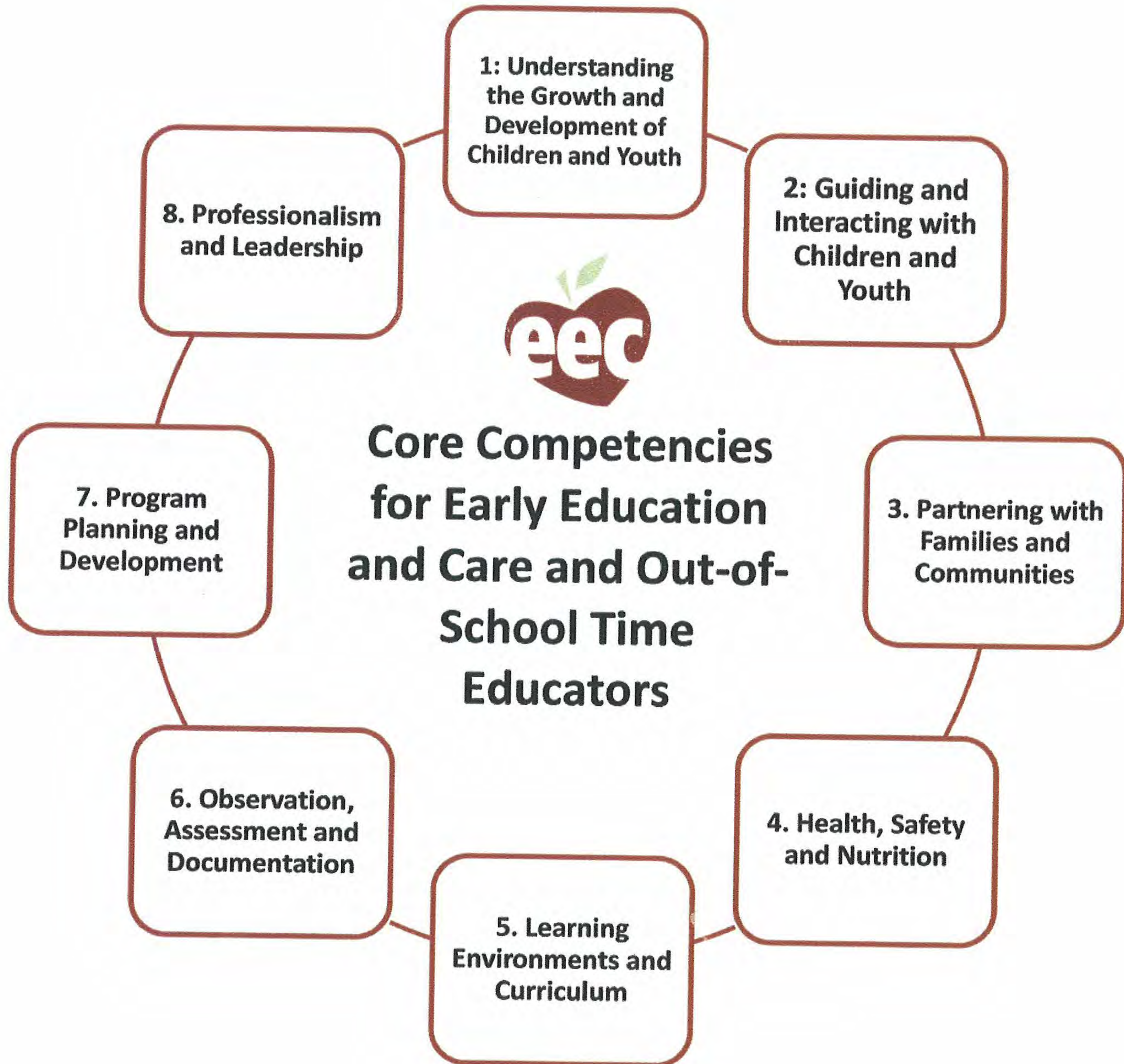
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APPENDIX R



MASSACHUSETTS
**Department of
Early Education and Care**



*Core Competencies for Early Education and Care and Out-of-School
Time Educators*

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Introduction

Why core competencies are important:

An important first step for any workforce development system is defining *core competencies*, or the knowledge and skills that are necessary to be effective in working with children and youth.

The National Child Care Information Center (NCCIC) defines core competencies as, “The range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines¹.”

The development of a core set of indicators is a critical step in building the foundation of a strong workforce. Bellm (2005) states,

“Competencies can help the field as a whole to clarify its goals across all age groups (from infants through elementary school students), job categories (including program administration) and career stages (entry-level, mid-career and advanced). Competencies can help individuals identify what they are trying to accomplish, articulating the body of knowledge and skill that can be developed through training and education. And for parents and the general public, a system of teacher competencies can help build wider awareness of and respect for early care and education as skilled professional work.”

Core competencies provide educators with a framework for professional development -- a road map -- leading them to new credentials, or guiding ongoing professional development at various career stages. Educators must be able to “recognize themselves” as professionals based on the knowledge and competencies they have gained through education and practical applications rather than being defined solely by the setting in which they work or by their degree attainment. A competency-based system must be designed to be flexible, with a variety of pathways for educators to achieve the required competencies.

Core competencies not only include what is essential to work directly with children and youth but also the leadership skills that are required to ensure program quality and accountability as well as advancement of our field. The Massachusetts Core Competencies are being integrated into professional development educational opportunities across the field and will eventually become the basis for approved training, coursework development, ongoing evaluation of staff, and for awarding credentials.

In addition, the Core Competencies align with the five categories of indicators EEC has identified for the Quality Rating and Improvement System (QRIS) that EEC began developing in the spring of 2008 to “assess, improve, and communicate the level of quality in early education and care and after-school

¹ <http://nccic.org/pubs/goodstart/pdsystem.html>

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settings”². As educators gain skills and knowledge that increase their level of competency, the programs they work in are better positioned to attain higher levels of quality on the QRIS scale (see Appendix C).

How the Massachusetts Core Competencies were developed:

Massachusetts is among several states developing and implementing core competencies for early education and care. Massachusetts is, however, unique in creating a single set of core competencies for all types of care and for educators working with children and youth from birth to 14 years old, 16 with special needs. The following goals were established to guide the development of the 8 core competency areas and accompanying indicators:

- To create a set of shared expectations that is reflective of the knowledge, skills, and dispositions necessary for all educators, youth workers, and administrators working in the early education and care and out-of-school time field.
- To capture the breadth and depth of what educators, youth workers, and administrators in the field should know and be able to demonstrate.
- To guide the development of an infrastructure of coursework and other professional development opportunities.
- To provide early education and care and out-of-school time educators, youth workers, and administrators with a framework for professional development.
- To recognize professionalism and leadership in the early education and care and out-of-school time field.
- To create a system for recognizing achievements in educational attainment and awarding credentials in the early education and care and out-of-school time field.
- To serve as a foundation to educate parents and guardians on the elements (knowledge, skills, and dispositions) of a quality educator, youth worker, and administrator.

Development of the Massachusetts Core Competencies began almost as soon as EEC was established in July 2005 with research into current knowledge and related standards. Accreditation standards from NAEYC, NAFCC, MSAC, EEC’s regulations, Head Start standards, preschool standards and guidelines, and the competencies identified by other states were researched. Foundational research for the core competencies is evident in EEC’s annual Workforce Reports³

EEC is particularly indebted to two groups of early education and out-of-school time stakeholders who volunteered countless hours to this task, the Massachusetts Early Education and Care and Out of School Time Workforce Development Task Force (Workforce Task Force) and the Professional Development Workgroup of the EEC Advisory. In July 2007, EEC, in collaboration with the United Way of Massachusetts Bay and Merrimack Valley and the Schott Fellowship in Early Care and Education (now

² Mitchell, A., Alliance for Early Childhood Finance, July 2005; Stair Steps to Quality, United Way Success by Six.

³ The Department of Early Education and Care issues an annual report on the development and status of workforce initiatives at EEC. These reports are available at http://www.eec.state.ma.us/kr_research.aspx.

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the CAYL Institute⁴) convened the Workforce Task Force. The Workforce Task Force was comprised of more than 50 members representing early education and out-of-school time, colleges and universities, state agencies, professional organizations, training organizations, workforce development agencies, private business partners, and private funders. The Core Competency Subcommittee of the Workforce Task Force developed robust competency areas, subcategories, and indicators, all in 12 months' time. At the recommendation of the Workforce Task Force, EEC established the Professional Development Workgroup of the EEC Advisory to further the accomplishments of the Workforce Task Force. The Professional Development Workgroup reviewed, refined, and polished the core competencies into this document.

From the beginning, those committed to this task understood that their work must also be informed by the actual use of the competencies and that competencies would continue to evolve. EEC will establish formal mechanisms to gather feedback from the early education and out of school field over the next year. After which, a workgroup will be convened to review and revise the core competencies to reflect this input.

Organization of the Core Competencies:

The Massachusetts Core Competencies are intended to apply to child care centers, out-of-school time programs, family child care homes, public preschool programs, private schools, preschool and kindergarten programs, and Head Start programs. Each of the 8 Core Competency Areas has its own section describing the knowledge and skills early care and education and out-of-school time educators must be able to demonstrate in their work with children, families, and colleagues.

Because inclusion of all children and youth and cultural competency are such essential components of competency, the decision was made to integrate related indicators throughout the 8 core competency areas rather than creating separate core competency areas for these important topics.

Core Competency Areas:

There are 8 areas of competence that are addressed in the Massachusetts Core Competencies for early education and care and out-of-school time educators. Each competency area is a broad topic area that is essential caring for and educating young children and youth.

Area1: Understanding the Growth and Development of Children and Youth

- Understanding how children and youth learn, the adult's role in positively supporting individual growth and development, the implications of early brain development, and applying research and human development theories regarding children and youth.
- Creating a safe, nurturing, and challenging learning environment that encompasses developmentally appropriate practices, establishes foundations for future growth, and engages young people in building social skills and knowledge.

⁴ The Schott Fellowship in Early Care and Education is now the Community Advocates for Young Learners (CAYL) Institute.

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Area 2: Guiding and Interacting with Children and Youth

- Using appropriate guidance techniques for specific ages and developmental stages based on realistic and developmentally appropriate expectations for the behavior of children and youth and appropriate guidance techniques for specific ages and developmental stages.
- Recognizing factors that impact behavior and implementing strategies to help children and youth develop self-regulation, self-concept, coping mechanisms, self-comfort skills, and positive interactions with their peers and adults.

Area 3: Partnering with Families and Communities

- Understanding diverse family structures and influences, and using culturally competent practices to support and communicate with individual children and families.
- Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement.
- Connecting families to community resources, and taking advantage of opportunities for appropriate, positive collaborations with other family, school, and community services.
- Collaborating and working with community resources such as public schools.

Area 4: Health, Safety, and Nutrition

- Ensuring children and youth's safety, promoting sound health practices, and recognizing and responding to child abuse and neglect.
- Providing nutritious meals and snacks.
- Implementing appropriate prevention, preparedness, and health and safety practices.

Area 5: Learning Environments and Implementing Curriculum

- Recognizing characteristics of high quality environments and utilizing strategies such as: consistent schedules and routines, transition activities for moving from one activity to another, interesting materials and activities appropriate by age group, and arranging a classroom to enhance children's learning.
- Understanding developmentally appropriate curriculum models that prepare children and youth for success in school.

Area 6: Observation, Assessment, and Documentation

- Understanding the goals, benefits and uses of observation and assessment in early childhood and out-of-school time environments.
- Using observation, assessment, and documentation to adapt curricula to meet the individual learning needs of children.
- Using systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children.

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Area 7: Program Planning and Development

- Understanding the importance of relationships and positive communication among colleagues work together to create a nurturing learning environment for children and youth.
- Planning, organizing, and implementing best business practices including a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision, and quality standards.
- Modeling behaviors and supporting staff through professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with community resources.

Area 8: Professionalism and Leadership

- Knowing and adhering to ethical guidelines and professional standards.
- Practicing continuous, collaborative learning that shares knowledge, relies on reflective practice, makes informed decisions, integrates knowledge from a variety of sources and advocates for best practices.
- Mentoring others to develop leadership skills.
- Maintaining confidentiality.

Core Competency Subcategories:

Each of the 8 core competency areas is further divided into subcategories that address the specific aspects of that competency.

Core Competency Indicators:

Each subcategory has multiple indicators which describe what an educator should know and demonstrate related to that specific subcategory and competency area.

Each indicator is divided into three levels defined as follows:

Initial describes what an educator who is working with children and youth in a supervised position or role, without administrative or supervisory responsibility, should know and be able to demonstrate.

Mid describes what an educator who is working directly with children and youth and who may have administrative or supervisory responsibilities should be able to demonstrate.

Advanced describes what an educator, leader, or mentor in an administrative, supervisory, mentoring, or training role should be able to demonstrate.

At each level it is expected that that the educator would have successfully met the competency indicators of the previous level.

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It is unlikely that all of an educator's knowledge and skills could be described by a single indicator level. Depending on individual strengths and expertise, an educator is more likely to be at the initial level for some indicators, at the mid-level for others, and at the advanced level for still others. The flexibility to demonstrate that educators have different levels of competency based on different indicator allows educators, supervisors, and mentors to identify specific areas for professional growth.

Benefits and uses of Core Competencies for our field:

Early Childhood and Out- of- School Time Educators can use core competencies to:

- Recognize their own professionalism
- Assess their level of competency through reflective practice
- Identify the skills and knowledge they still need to acquire
- Create an individualized professional development plan

Program Administrators and Supervisors can use core competencies to:

- Recognize their roles as leaders in the field
- Describe the knowledge and skills required in different staff positions
- Assess staff needs to create a professional development plan for their program
- Evaluate staff members to identify strengths and areas for improvement
- Mentor staff to support their professional growth
- Recognize achievements in professional development and leadership
- Articulate a pay scale based on competency level

Providers of Professional Development can use core competencies to:

- Organize and identify professional development offerings
- Inventory available professional development and training to identify gaps and redundancy
- Connect professional development offerings to regulatory requirements, required qualifications, and higher education

Higher Education can use core competencies to:

- Facilitate articulation and the transfer of credits between institutions
- Create flexible academic options by giving credit for credentials, certificates, and prior learning
- Develop relevant coursework that connects theory to practice
- Prepare early childhood and out-of-school time educators for roles in a variety of settings

State and Local Agencies can use core competencies to:

- Make policy and funding decisions that advance the competency of educators and the quality of programs
- Develop initiatives, qualifications, and regulations that advance the competency of educators and program quality

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- Align the skills and knowledge needed to work across a variety of early education and out-of-school time settings
- Articulate career ladders (lattices) that map professional growth and career options
- Devise a framework for a comprehensive professional development system
- Identify common goals for inter-agency collaboration such as leverage training resources

Advocates can use core competencies to:

- Educate parents, policymakers, and the general public about early education and out-of-school time and the need for competent professionals
- Reinforce the professionalism for the field of early education and out-of-school time

Families can use core competencies to:

- Make informed decisions about their early education and out-of-school time options
- Appreciate knowledge and skill required in early education and out-of-school time
- Support public and private investments, incentives and initiatives that encourage and facilitate professional competency

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A Quick Reference to the Core Competency Areas and Subcategories

<p>Core Competency Area 1: Understanding the Growth and Core Development of Children and Youth</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. General principles of child and youth development B. Physical development C. Sensory development D. Language development E. Cognitive development F. Social-emotional development G. Individual differences in development 	<p>Core Competency Area 2: Guiding and Interacting with Children and Youth</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Acceptance of all children and youth B. Relationships/interactions with children and youth C. Supporting children's and youth's interactions D. Child guidance E. Groups and environments 	<p>Core Competency Area 3: Partnering with Families and Communities</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Respect for diverse cultures and communities B. Communication/relationships with family C. Family involvement D. Resources to support families E. Improving partnerships with schools and communities
<p>Core Competency Area 4: Health, Safety, and Nutrition</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Hygiene and health promotion B. Preventing and responding to infectious disease and managing chronic illness C. Mental health D. Basic safety and emergency preparedness E. Safeguarding children and youth F. Nutrition G. Food handling/environment H. Physical fitness and activity 	<p>Core Competency Area 5: Learning Environments and Implementing Curriculum</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Creating the learning environment B. Curriculum 	<p>Core Competency Area 6: Observation, Assessment, and Documentation</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Observing and recording B. Communicating with families and staff in observation and assessment process C. Using appropriate assessment methods D. Planning for individualized learning E. Facilitating referrals based on observation and assessment
<p>Core Competency Area 7: Program Planning and Development</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Regulations, requirements, and policies B. Program planning, evaluation, and continuous improvement C. Personnel issues D. Managing resources 	<p>Core Competency Area 8: Professionalism and Leadership</p> <p>Subcategories</p> <ul style="list-style-type: none"> A. Professional attitudes, behaviors, and ethical standards/professional guidelines B. Communication skills C. Relationships and team building D. Professional development E. Leadership 	

Core Competency Areas, Subcategories, and Indicators

Competency Area 1: Understanding the Growth and Development of Children and Youth

Early care and education and out-of-school time educators must understand and be able to articulate the typical stages of growth and development (developmental milestones) and individual and developmental variations. These variations include experience, health, cognitive, physical, social, emotional, and communication strengths and abilities as well as the many factors that can influence the physical, cognitive, social, and emotional growth of all children and youth.

It is critical for educators to know and be able to apply commonly accepted research and development theories regarding children and youth, the implications of early brain development, the understanding of how children and youth learn; and the adult's role in positively supporting individual growth and development. Educators must know how to create safe, nurturing, and challenging learning environments that encompass developmentally appropriate practices, establish foundations for future growth, and engage young people in building social skills and knowledge.

Competency Area 1: Understanding the Growth and Development of Children and Youth			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. General principles of child and youth development:			
1	Ability to explain and recognize stages and milestones in physical, social, emotional, sensory, linguistic, and cognitive development in each child and youth from birth to age 14, 16 with special needs.	Demonstrates understanding of theories of development, that development can be uneven across domains, that the developmental domains are interconnected, and the role of play and recreation in growth and development.	Works collaboratively with staff to continuously assess and implement activities and learning environments that promote optimal development for each child and youth.

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A. General principles of child and youth development: continued:			
2	Recognizes and explains various factors such as how culture, nutrition, health, socio-economic status, experience, and family styles influence growth and development.	Applies knowledge of factors that influence growth and development to create safe and supportive environments where each child and youth can be engaged in learning experiences that foster individual development.	Creates and assesses plan for the implementation and ongoing modification of curriculum and learning activities and environmental adaptations to support the growth and development of each child and youth, including diverse learners.
B. Physical development:			
3	Recognizes and is able to explain developmental milestones and variations in gross motor and fine motor development.	Applies knowledge of developmental milestones and developmental variations in gross motor and fine motor development to engage each child and youth in learning experiences that encourage each child and youth's development.	Creates and assesses plan for the implementation and ongoing modification of curriculum and learning activities and environmental adaptations that support the physical development of each child and youth, including diverse learners.
4	Recognizes and is able to explain the importance of each child and youth's participation in gross and fine motor activities and physical fitness; encourages each child and youth to participate in gross and fine motor activities according to their individual interests and abilities.	Makes modifications to learning activities, materials, and adaptations to equipment to accommodate the physical growth and development of each child and youth that encourages each child and youth to participate.	Guides staff in the development, evaluation and ongoing modification of learning experiences that encourage gross and fine motor development that meets the physical growth and development of each child and youth.

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C. Sensory development:			
5	<p>Recognizes and is able to explain developmental milestones; awareness of variations in sensory development and perception including sight, smell, touch, taste, and sound.</p>	<p>Applies knowledge of sensory integration and the continuum of development to create learning activities that stimulate the sensory development of each child and youth, identify possible concerns, and coordinate with appropriate staff to make referrals when necessary.</p>	<p>Creates and assesses plan for the implementation and ongoing modification of curriculum and learning activities that support the sensory development of each child and youth; and guides staff in the development of learning activities that stimulate all learning modes including sight, sound, touch, taste, and smell for each child and youth.</p>
6	<p>Recognizes and is able to explain the importance of encouraging participation in activities that support the sensory development of each child and youth according to their individual interests and abilities.</p>	<p>Makes modifications to activities, materials, and adaptations to equipment to address the sensory development needs of each child and youth.</p>	<p>Guides staff in the development, implementation and modification of curriculum and learning activities that encourage each child and youth to participate according to their interests and abilities.</p>

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D. Language development:		
7	Recognizes and is able to explain developmental milestones and variations in receptive and expressive communication development.	Applies understanding of language development to create learning activities that promote the language development of each child and youth.
8	Understands their role in communicating with children and youth including active listening, and reading non-verbal cues; recognizes the importance for each child and youth to engage in appropriate verbal and non-verbal communication with others including other children, youth, and adults.	Analyzes and applies current theory and research on promoting language acquisition and guides staff in the development, implementation, and ongoing modification of learning experiences that promote the language development of each child and youth. Guides staff in the development, assessment and implementation of learning activities and modifications that enhance communication and foster language development among children, youth and adults.
9	Recognizes the influence of culture on language development and is able to identify children and youth who are English language learners.	Guides staff in developing strategies to support limited English proficient learners to enhance language acquisition of each child, youth, and family.
E. Cognitive development:		
10	Recognizes the importance of brain development and influences of learning; is able to explain developmental milestones and variations in cognitive development in children and youth.	Guides staff in development and implementation of learning experiences and activities that promote cognitive development and its impact across developmental domains.

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E. Cognitive development: continued:		
11	Recognizes and explains the value of actively engaging each child and youth in meaningful, project based experiences.	Plans and implements activities and environments that support project-based and age appropriate experiences which foster cognitive development in each child and youth.
		Provides guidance to staff about the value project-based experiences and assesses staff ability to implement curriculum, activities, and environments that are conducive to cognitive development.
F. Social-emotional development:		
12	Recognizes and can explain the importance of supporting each child's and youth's emotional development including self regulation and self concept.	Provides learning experiences and environments that promote the development of positive social/emotional skills; develops strategies that encourage and promote self regulation and self concept in each child and youth.
13	Identifies realistic expectations for each child and youth's social-emotional development and models meaningful interactions and relationships among children, youth, and adults.	Provides guidance to staff on appropriate expectations for each child and youth and the effects of environments on social-emotional development.
G. Individual differences in development:		
14	Recognizes and explains that each child has individual characteristics and needs based on level of development, temperament, culture, language, learning style, ability, gender, and experience.	Provides guidance and support to staff in implementing an inclusive environment for all children and youth. Assesses effectiveness of medications and accommodations and makes necessary changes with staff input.

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G. Individual differences in development: continued:		
15	<p>Recognizes and identifies typically developing characteristics as well as signs of possible developmental delays, disabilities, or special needs in each child and youth.</p> <p>Demonstrates an understanding of common developmental delays and disabilities, and their effect on development; plans activities and environments accordingly; able to identify resources and services in community to support children and youth.</p>	<p>Guides families and staff in identifying resources and services in the community to support the development of each child and youth; sustains relationships and partnership with resources and services.</p>

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Competency Area 2: Guiding and Interacting with Children and Youth

Early care and education and out-of-school time educators need to have realistic and developmentally appropriate expectations regarding the behavior of children and youth and understand developmentally appropriate guidance techniques. Educators are responsible for knowledge of factors that may impact behavior and implement strategies to support children and youth develop self-regulation, self-concept, coping mechanisms, self-comfort skills, and positive interactions with their peers and adults.

Competency Area 2: Guiding and Interacting with Children and Youth			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Acceptance of all children and youth:			
1	Recognizes and demonstrates respect for the individuality of each child and youth; supports a program environment that ensures each child and youth feels respected, valued, and accepted.	Plans and implements activities and environments that recognize and respect the individuality of each child and youth; guides staff in developmentally appropriate guidance strategies.	Mentors staff in the development, implementation, and modification of activities and adaptation of environments to ensure each child and youth is respected and accepted; ensures staff respect each child, youth, and family.
2	Encourages each child and youth to develop social relationships that recognize and value similarities and differences.	Develops activities and environments that respect and value the diversity of the group; appreciates and promotes positive interactions among groups.	Establishes culture that is accepting and respectful of individual differences; provides leadership and guidance to staff to ensure that the individual differences of each child, youth, family, and staff is respected and accepted.

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B. Relationships/interactions with children and youth:		
3	Models positive values, such as genuineness, caring, honesty, trust, helpfulness, and respect for differences when resolving conflicts.	Ensures that each child and youth has a positive and supportive relationship with adult(s) in the program who provides individual attention. Recognizes that strong adult-child and adult-youth relationships support optimal growth and development.
4	Interacts appropriately and establishes positive, supportive, relationships with each child and youth. Builds a trusting relationship with each child and youth, providing physical and emotional security.	Interacts with each child and youth as an individual based on their own strengths, learning styles, and needs. Models active listening and responds to children's and youth's needs, ideas, and questions; demonstrating interest and support.
C. Supporting children's and youth's interactions:		
5	Understands the importance of and supports social interactions of each child and youth through play, recreational activities, art/dramatic activities and learning experiences.	Develops activities and plans environments that actively support children's and youth's developing self-concept.
		Monitors, evaluates, and guides staff to ensure that the program climate and environment promote developmentally appropriate positive interactions.

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D. Child guidance:			
6	Establishes and demonstrates clear and consistent rules, routines, and limits and uses positive reinforcement, logical and graduated consequences to guide behavior.	Practices and models developmentally appropriate guidance strategies that promote positive behaviors, problem-solving, and self-regulation; models behavior expectations based on the age and developmental level of each child and youth.	Guides staff in setting clear and consistent rules, routines, and limits that take into consideration individual and cultural differences; and positive reinforcement and redirection. Assesses and applies different techniques to promote positive and supportive relationships with and among children and youth.
7	Assists children and youth in recognizing, labeling, accepting, and expressing their feelings, and needs in appropriate ways. Assists children and youth in listening and responding to others.	Facilitates problem-solving with and among children and youth; uses appropriate strategies to guide each child and youth in identifying additional opportunities for expression and communicating differences with each other.	Builds relationships with children, youth, families, staff, schools, social service agencies, etc. that encourage consistent communications regarding guidance and problem solving. Assesses problem solving and teaching strategies and makes appropriate modifications.
E. Groups and environments:			
8	Engages in interactions that create a sense of belonging and connection among children and youth.	Establishes a social climate that encourages self expression, participation, interdependence, cooperation and responsibility.	Establishes clear policies on social-emotional climate that reflect program and positive family and community values. Provides staff support for interventions that help children and youth practice rules and develop self-control.
9	Provides a supportive environment where children and youth can learn and practice appropriate and acceptable behaviors as individuals and as a group.	Demonstrates understanding of how the environment affects child and youth behavior; facilitates smooth transition of individuals and groups between activities.	Monitors, evaluates, and provides guidance for social-emotional curriculum that involves children and youth; establishes individual and group rules and behavior policies.

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Competency Area 3: Partnering with Families and Communities

Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. Early care and education and out-of-school time educators must demonstrate knowledge and understanding of parents as a child's first teacher, diverse family structures, and influences that enable educators to positively support and communicate with individual children and families. This includes implementing culturally competent practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family, school, and community services.

Competency Area 3: Partnering with Families and Communities			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Respect for diverse cultures and communities:			
1	Recognizes and values that each child and youth develops in the context of family, language, culture, and community; development is impacted by the family and community socioeconomics, values, and traditions.	Creates a climate that is respectful of diversity and sensitive to the characteristics of each family.	Develops and implements policies and practices that are respectful and inclusive of all families.
2	Understands, accepts, and is respectful of family values, practices, and expectations. Recognizes that there are differences in families' child rearing practices and family composition.	Collaborates with families to accommodate child rearing practices.	Promotes staff growth and development in understanding cultural influences on parenting, problem solving, communicating, and relating with families.

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B. Communication/relationships with families:			
3	Understands and values parents/guardians as the primary teacher of their children and youth.	Uses multiple mediums to regularly communicate with families regarding program activities, policies, and practices; communicates about each child and youth's development, progress, and interests; maintains child, youth, and family confidentiality.	Establishes policies and procedures that ensure ongoing communication with families.
4	Establishes rapport with families through regular communication; builds relationships with families based on mutual respect; and responds appropriately to family questions and/or seeks support as needed.	Communicates regularly and effectively with families about each child and youth's development, progress, and interests; encourages feedback from families and incorporates it into practice; engages families in identifying and working toward a shared vision, goals, and philosophy for the program.	Develops policies and procedures that are collaborative and reflective of meaningful family involvement; promotes policies and practices that reflect a family strengthening philosophy; evaluates the program's responsiveness to family and community needs and makes recommendations for changes.
C. Family involvement:			
5	Welcomes and engages families in daily program activities.	Plans collaboratively with families to identify and implement opportunities for family involvement.	Creates program systems/procedures that assure meaningful family involvement and partnerships; assesses and plans diverse opportunities for family involvement.
6	Maintains a warm, accepting, and responsive environment that fosters family involvement.	Assists children, youth, and families in transitions from home to school and between settings within and among programs. Informs families of changes that influence the daily operation of the classroom.	Creates and implements programmatic plans, in partnership with families, to support children, youth, and families; elicits feedback from families to improve policies and practices.

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D. Resources to support families:			
7	Seeks information on community resources and communicates with families on resource options as needs are identified.	Works collaboratively with families to identify needs of children, youth, and families. Develops resource guides to make appropriate referrals.	Facilitates access to 7 resources that address the needs of families; establishes and maintains relationships with schools, agencies, and institutions to assure services are family-centered.
8	Capable of recognizing when children, youth, and families are experiencing challenges and shows sensitivity to the situation.	Recognizes and addresses current events and social issues that affect the lives of children, youth, and families.	Creates support plans for children, youth, and families experiencing challenges.
E. Improving partnerships with schools and communities:			
9	Engages in daily dialogue about child and youth's life including community and school day with children, youth, and families.	Understands age/grade specific learning and development goals and outcomes; creates out-of-school time curriculum/activities that support school day learning.	Establishes a strong working relationship between families, teachers, school administration, and community to ensure seamless social, emotional and academic development. Provides appropriate resources to families with children and youth transitioning to school.
10	Engages in regular dialogue with school about the program and its role in the community. Participates in school events.	Develops communication mechanisms with school day teachers regarding student behavior and academic performance. In school and out-of-school educators identify activities and materials that will complement each other's lesson plans.	Establishes (with principal and classroom teachers), clear policies and procedures regarding shared space, information sharing with respect to grades, progress reports and financial stability.

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Competency Area 4: Health, Safety, and Nutrition

Young children and youth’s physical and emotional health and safety is vital for fostering competence in all developmental areas. Early care and education and out-of-school time educators must understand and be able to ensure children and youth’s safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices. Educators must be able to communicate information regarding children and youth’s health and safety to families while maintaining confidentiality.

Competency Area 4: Health, Safety, and Nutrition			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Health: hygiene and health promotion:			
1	Awareness of importance and ability to communicate with families regarding the health and well-being of their children and youth.	Provides information to families about group health issues. Encourages families to talk with regular health care provider about children and youth’s health and well-being, including immunizations. For children and youth in care ensures that the program has appropriate information on health care providers and state health insurance subsidies to support access of children, youth, and families to health insurance and medical homes.	Establishes linkages and monitors system for documenting immunization records. Supports families in ensuring that children and youth have access to health insurance and a regular source of medical care. Makes health care related referrals as necessary.
2	Helps children and youth practice appropriate hand washing techniques and other self care activities.	Develops and implements routines and activities to support children and youth developing appropriate hand washing practices and other self care activities.	Develops plans and policies around appropriate self care activities and ensures the availability of supplies and materials necessary to operate the program in a healthy and safe manner.

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A. Health: hygiene and health promotion: continued:		
3	Implements age appropriate oral health practices and routines.	Integrates oral health into curriculum and routines. Establishes linkages with community-based oral health resources to promote oral health screening of all children and youth in care. Integrates oral health into appropriate program policies and procedures.
4	Observes children and youth daily to check for evidence of health concerns and recognizes children and youth with individual health needs. Communicates overall concerns of health issues within the program when appropriate.	Knows and responds to individual health needs of each child and youth and communicates with staff/co-workers to ensure the needs of each child and youth are met. Collects, analyzes, and applies current information regarding health concerns in the community. Works with all health care consultant and/or other health care professionals in the community to meet the needs of children, youth, and staff.
B. Health: preventing and responding to infectious disease and managing chronic illness:		
5	Practices specified universal precaution procedures.	Supervises other staff in practice of universal precautions. Establishes and monitors training and supervisory system to ensure universal precautions are followed.
6	Recognizes symptoms of common illness and communicates related concerns to appropriate persons.	Develops and implements program policies regarding exclusion and re-admission of sick children and youth, and systems for preventing and responding to infectious disease outbreaks. Works with health consultant and other health care professionals to develop and implement a plan to communicate with families and take other preventative measures.

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B. Health: preventing and responding to infectious disease and managing chronic illness: continued:			
7	Aware of chronic conditions and individual children and youth health plans. Appropriately manages environment for possible triggers and treatment.	Develops and implements Individualized Health Care Plans for children and youth with chronic illness with family, child's primary care provider, and/or health consultant.	Establishes and monitors program practices and identifies resources for ongoing development and implementation of Individualized Health Care Plan for each child and youth with a chronic illness. Ensures program and staff have appropriate resources, training to ensure continued development of best practices.
8	Follows specified guidelines in administering medications with specific training and with supervisory support.	Implements and ensures appropriate documentation of medication administration; demonstrates knowledge of possible allergies or complications with medications and intervenes appropriately in case of emergency.	Establishes and monitors systems related to the administration of medication and ensures that staff receive appropriate training and support.
9	Manages environment to reduce exposure to health and safety hazards, including allergy and asthma inducing substances for children and youth in care.	Develops and implements plans for maintaining healthy and safe environments for all aspects of the program and monitors for possible hazards.	Establishes and monitors program practices and identifies resources for ongoing development and implementation of healthy and safe environments.
C. Health: mental health:			
10	Understands that the overall well-being of children and youth includes social/emotional health. Recognizes behavioral symptoms of stress in children and youth.	Demonstrates an ability to see the overall mental health including social-emotional health of children, youth, and families. Identifies supports for children, youth, family and staff for addressing concerns about social-emotional health. Understands that stress and trauma have an impact on development and behavior and seeks appropriate consultation. Adapts curriculum to respond to social-emotional events.	Promotes positive mental health in all aspects of program design. Establishes a system for accessing mental health supports and works collaboratively to address concerns at the child, youth, and program level. Provides appropriate referral information for children, youth, and families.

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D. Safety: basic safety and emergency preparedness:	
11	<p>Is aware of environment and the potential for hazards, corrects those that are correctable, and alerts appropriate authority to any others.</p> <p>Maintains and assesses safe environments inside and outside. Anticipates potential safety hazards and acts to prevent them.</p> <p>Evaluates the appropriateness of all environments and activities, as well as the potential hazards and risks, and assures that actions are taken to ensure children, youth, and staff safety.</p>
12	<p>Actively interacts and oversees children and youth to ensure safety both indoors and outdoors.</p> <p>Plans and implements program strategies that respond to the safety needs of individual and groups of children and youth.</p> <p>Maintains appropriate levels and standards for state and federal regulations. Develops and documents contingency plans to maintain appropriate supervision of children at all times.</p>
13	<p>Knows and follows safety regulations and emergency plans. Participates in emergency and disaster drills.</p> <p>Plans and implements emergency and disaster drills in conjunction with administrators including maintenance of emergency supplies. Maintains a system to account for all children, youth, and staff in the event of an emergency or disaster.</p> <p>Develops and documents contingency plans for emergency situations and disaster drills. Establishes linkages with community emergency services providers and ensures that all program emergency materials/resources are current and in adequate supply.</p>
E. Safety: safeguarding children and youth:	
14	<p>Releases children and youth to authorized persons only. Follows security system of adult access to program.</p> <p>Ensures that staff follow proper procedures for releasing children and youth to authorized persons only. Implements plans for assuring children and youth are released to authorized persons only.</p> <p>Establishes and monitors systems for ensuring children and youth only released to authorized persons, including issues such as additional precautions around restraining orders.</p>

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E. Safety: safeguarding children and youth: continued:			
15	Recognizes possible signs of child abuse and neglect and follows procedures as a Mandated Reporter of child abuse and neglect with training and supervisory support.	Identifies, documents, and reports suspected abuse and neglect of children and youth in an immediate and appropriate way.	Develops policies and protocols for reporting child abuse and neglect, including supporting staff and communicating with families. Works with community agencies and professionals to protect children and youth.
F. Nutrition and physical activity: nutrition:			
16	Recognizes that the nutritional needs of young children and youth change as they grow and develop.	Develops and implements policies on family education and program guidance on nutrition. Explains to families and other caregivers the importance of good nutrition in optimizing healthy development.	Designs programs and ensures resources to respond to young children and youth's nutritional needs.
17	Recognizes, supports, and models meals and snacks that reflect a developmentally appropriate, safe, and nutritionally balanced diet. Follows instructions for providing appropriate meals for children and youth with special dietary needs.	Implements program guidelines on food brought to program and prepared at programs. Plans and prepares meals and snacks that reflect a nutritionally balanced diet based on the USDA guidelines, including meeting the special dietary needs of individual children and youth. Discusses individual children and youth's food preferences with families and accommodates when possible.	Evaluates program to determine how well the nutritional or special dietary needs of young children and youth are being met.
18	Teaches children and youth about nutrition and healthy food choices.	Bases educational activities on nutritional information and ensures that activities are responsive to multiple cultures.	Coordinates food activities with cultural calendar and relevant community events.

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G. Nutrition and physical activity: food handling/environment:			
19	Practices safe food handling and observes general sanitation practices. Identifies and disposes of spoiled and contaminated foods.	Implements and instructs food handling practices to prevent food borne illness and food spoilage.	Develops and communicates program policy to staff and families. Ensures availability of training and resources for staff to promote safe food handling.
20	Recognizes the need to serve food and participate in a positive, relaxed meal time.	Plans, implements, and participates in meals in such a way that supports a positive, relaxed and social atmosphere.	Designs program and strategies to support providers in serving food in a positive, relaxed, social atmosphere.
H. Nutrition and physical activity: physical fitness and activity:			
21	Recognizes and models the importance of and provides time and space for active play both indoors and outdoors and appropriate periods of rest for all children and youth.	Plans and models/participates in age appropriate opportunities for children and youth to be active and have adequate rest, including adapting active play activities based on the needs of all children and youth. Provides information for families about children and youth's need for physical activity.	Designs program and ensures resources to provide age appropriate opportunities for all children and youth to be active and have adequate rest, including inclusion of all children and youth.

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Competency Area 5: Learning Environments and Implementing Curriculum

Early care and education and out-of-school time educators need to understand and utilize strategies that are characteristic of high quality environments such as consistent schedules and routines, transition activities for moving from one activity or place to another, offering interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children’s learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models, as well as state expectations to prepare children and youth for school.

Competency Area 5: Learning Environments and Implementing Curriculum			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Creating the learning environment:			
1	Understands the importance of and maintains a learning environment that meets the needs of the wide range of abilities and interests of individual children and youth.	Designs, creates, and adapts a learning environment that is accessible and inclusive of individual needs and interests.	Guides others to ensure the creation, implementation, maintenance, and evaluation of accessible and inclusive program environments.
2	Recognizes and supports individual exploration, discovery, abilities, and stimulation in the learning environment.	Designs and implements a learning environment that supports individual exploration, discovery, abilities, and stimulation.	Guides others to ensure the creation, implementation, and evaluation of learning that supports individual exploration, discovery, abilities, and stimulation.
3	Utilizes a broad array of rich materials in the learning environment that are responsive to individual children and youth interests and needs, beyond materials related to culture and diversity.	Identifies and provides a broad array of materials that are developmentally appropriate and represent children, youth, and families in the program and community.	Guides and assures that the program immerses children and youth in a rich learning environment.

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B. Curriculum:			
5	Understands that schedules, indoor and outdoor activities, routines, and transitions need to be appropriate for children and youths ages, abilities, individual and families needs.	Develops, implements, and evaluates curriculum and instruction appropriate for the age and developmental level of the children and youth in the program.	Guides staff in providing curriculum and instruction that address developmental domains across all content areas.
6	Carries out planned learning experiences to support curriculum that is individualized and developmentally appropriate for all children and youth, including indoor and outdoor activities, and transitions.	Creates balanced and comprehensive curriculum approaches that are developmentally appropriate and promote the inclusion of all children and youth.	Guides staff, using research based knowledge to differentiate instruction to address and accommodate individual children's strengths and abilities across developmental domains.
7	Knows which children and youth have Individualized Educational Programs (IEPs) or Individualized Family Service Plans (IFSPs) and is aware of the contents and implements components with appropriate guidance.	Identifies and addresses needs of children and youth with disabilities including implementation of IEP's or IFSP's; integrates activities and strategies from IEP's or IFSP's into program curriculum; promotes inclusion of all children and youth with special learning needs.	Ensures appropriate resources and guidance are available to staff to implement components of IEP's and IFSP's. Ensures that appropriate staff have access to children and youth's IEP's and IFSP's as necessary.
8	Implements developmentally appropriate engaging, hands-on curriculum that covers all developmental domains.	Applies knowledge to plan activities that are developmentally appropriate, engaging, and hands on for the ages of children and youth, in all areas of math, science and social studies, and the arts.	Guides staff on how to design and implement developmentally appropriate, engaging, and hands on activities for the ages of children and youth served in all curriculum areas including math, science and social studies, and the arts.

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B. Curriculum: continued:			
9	Promotes children's and youth's language and literacy development by using a variety of developmentally appropriate materials that reflect the diversity of individuals and groups of children and youth.	Uses knowledge of children's and youth's language and literacy development to design learning experiences that are developmentally appropriate.	Guides staff and assures that the program immerses children and youth in a language and literacy learning environment.
10	Implements program practices that promote optimal physical, mental, nutritional, and oral health for all children and youth.	Plans and implements learning experiences that promotes optimal physical, mental, nutritional, and oral health.	Guides and assures staff in creating learning experiences which promote optimal physical, mental, nutritional, and oral health.

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Competency Area 6: Observation, Assessment, and Documentation

Well prepared educators understand the goals, benefits, and uses of observation and assessment in early childhood and out-of-school time environments and how to use this information to adapt the program to meet the needs of each child in care. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children and youth

Competency Area 6: Observation, Assessment, and Documentation			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Observing and recording:			
1	Recognizes the importance of daily observation of children and youth.	Observes and documents children and youth's development in terms of skills, abilities, strengths, needs, interests, learning styles, participation in the program, and progress without personal bias or judgment.	Distinguishes the characteristics and appropriate uses of various formal and informal observation and assessment tools. Ensures that all documentation is appropriate, objective, used properly, and individualized.
2	Shares observation and experiences working with children and youth.	Combines observations with information from staff and families in form of progress reports to document the growth and development of individual children and youth.	Ensuring all documentation is used appropriately and a system is in place to ensure documentation such as progress reports are completed in an appropriate and timely manner.
B. Communicating with and involving families and staff in observation and assessment process			
3	Awareness of the importance of collaborating with families and staff to gather information on children and youth while maintaining confidentiality.	Communicates effectively and positively with staff and families, both verbally and in writing, about child and youth observation and assessment information.	Provides guidance and support to staff on effective and culturally responsive communication regarding involvement of families in the observation and assessment process.

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C. Using appropriate assessment methods:		
4	Identifies various techniques for gathering information on children and youth's progress.	Effectively uses assessment tools and adapts screening and assessment procedures to meet the needs of all children and youth, the culture of their family, and the program.
		Selects valid, reliable and appropriate tools and guides and trains staff in using assessment results to modify environment, curriculum and to improve child and youth outcomes.
D. Planning for individualized learning:		
5	Awareness of how observation informs decisions about curriculum and environment.	Analyzes observation results and to modifies curriculum and the environment to meet the needs of all children and youth.
		Develops, implements, and evaluates curriculum and environment based on the sum of observation and assessment results to accommodate the developmental needs, interests, and diversity of children and youth.
E. Facilitating referrals based on observation and assessment:		
6	Identifies the importance of referring children and youth for screening or assessment to identify potential developmental delays or disabilities. Recognizes and lists procedures and resources for making referrals for potential issues that arise from observation.	Supports the family in accessing and making effective referrals for diagnostic screening and/or assessment. Assists staff and families in accessing extra services, and/or other supports as needed.
		Develops ongoing relationships with agencies and community resources to facilitate screening, assessment, and provision of additional services and supports.

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Competency Area 7: Programming Planning and Development

Early education and care and out-of-school time educators need to understand the importance of relationships and positive communication among colleagues, especially those working together to create a nurturing learning environment for children and youth. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards and how to meet regulations and standards is essential to quality environments for children. Management should support staff and serve as role models in regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Competency Area 7: Program Planning and Development			
	<i>Initial</i>	<i>Mid</i>	<i>Advanced</i>
A. Regulations, requirements, and policies:			
1	Recognizes need for compliance with applicable requirements and the need for program policies and procedures as addressed in EEC orientation.	Explains requirements in promoting quality programs. Supports others in identifying and rectifying areas of non-compliance. Identifies practices needing to be implemented in order to meet requirements.	Oversees and supports staff in maintaining compliance with all applicable requirements.
2	Understands the importance of maintaining accurate and up-to-date documentation and record keeping. Maintains appropriate confidentiality.	Maintains and reviews children and youth's records and ensures that relevant information is recorded and shared with appropriate program staff.	Identifies the records the program needs to maintain. Reviews and oversees staff, child, youth, and program records to ensure that they are up to date and accurate. Ensures confidentiality of staff. Ensures forms meet program needs and adapts accordingly to meet program needs.

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A. Regulations, requirements, and policies: continued:		
3	Knows and understand importance of implementation and adheres to program policies and procedures on culturally responsive environment and supports inclusion of all children, youth, and families	Establishes and implements culturally responsive environment in accordance with program policies and procedures.
		Designs and implements program policies and procedures that establish a culturally responsive environment. Ensures that policies and procedures align with cultural and beliefs of children, youth, families, and staff in program. Ensures staff have appropriate resources to maintain cultural competent.
B. Program planning, evaluation, and continuous improvement:		
4	Knows and adheres to program’s mission statement, philosophy, policies, and procedures. Provides appropriate input and feedback.	Models and ensures awareness of others of program mission, philosophy, policies, and procedures. Shares information with staff and families.
		Develops and communicates a sound program mission, philosophy, policies, and procedures according to national standards and current research on best practices. Solicits input from staff, families, and/or Board members in policy development and revision.
5	Recognizes the need for planning and evaluating the program and actively participates in ongoing evaluation of the classroom and /or the program.	Articulates processes and uses the results of ongoing evaluation to inform program/classroom development. Reflects on practice and continually self-assesses.
		Oversees comprehensive program evaluation and uses results to promote continuous program improvement including ability to develop an action plan to address program needs and compliance issues.
6	Describes role in planning the use of and the evaluation of the program environment and provides suggestions for improvement. Knows how to report concerns.	Participates in daily management of the program environment and identifies needs for improvement.
		Assesses and manages program environment needs to assure a safe, accessible, and supportive environment for children and families and staff.

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C. Personnel Issues:		
7	<p>Knows role, responsibilities, and function and follows established lines of communication. Knows programs personnel policies and procedures. Read staff handbook.</p>	<p>Assists other staff in understanding roles, responsibilities and program procedures. Implements established lines of communication.</p>
8	<p>Work respectfully and effectively with other colleagues. Communicates to supervisor potential changes in personal schedule and any need for additional planning time. Understands how to support substitute teachers and other new staff in carrying out roles and responsibilities.</p>	<p>Provides guidance to staff to work as a team and provides guidance to staff under direct supervision to assess performance, improve practice and promote individual growth. Informs staff and anticipates changes that influence the daily operation of the program/classroom.</p>
D. Managing Resources:		
9	<p>Uses time and materials efficiently; shows care in use and maintenance of materials.</p>	<p>Assists in planning and implementing program budget. Tracks income and expenses including inventory of supplies, materials, and equipment. Identifies and discusses various resources and/or fundraising strategies that can enhance the program.</p>
		<p>Designs and implements program's organizational structure, job descriptions and responsibilities, personnel policies and procedures, and hiring practices. Ensures staff know and understand program expectations and connection to program organizational structure.</p> <p>Orients and supports staff on best practices. Acts as an interface between staff and family and assures that supervision, evaluation, and feedback are objective, constructive, and free of prejudice.</p> <p>Applies skills such as budgeting, cash flow, grant writing, and fundraising to develop, implement and evaluate policies related to financial matters. Analyzes and selects resources for employee benefits to improve recruitment and retention. Seeks additional funding opportunities and collaborates with community partners to ensure unduplicated costs.</p>

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D. Managing Resources: continued:		
10	<p>Promotes a positive public image for program through appropriate behavior and attire.</p>	<p>Develops, implements, and evaluates marketing plan and promotional strategies to secure positive outlook in community.</p>
	<p>Implements marketing and promotional strategies that enhance community awareness of the benefits of the program. Contributes to and participates in activities designed to enhance community awareness of benefits of program.</p>	

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Competency Area 8: Professionalism and Leadership

Early education and care and out-of-school time educators know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

Competency Area 8: Professionalism and Leadership			
	Initial	Mid	Advanced
A. Professional attitudes, behaviors, and ethical standards/professional guidelines:			
1	Employs professional behaviors and work habits such as dependability, time management, good hygiene, appropriate attire, and follows direction.	Models and promotes professional work habits, behavior and attitudes such as welcoming, engaging, courteous, and respectful behavior.	Promotes a professional working environment that supports educators working with children and families.
2	Recognizes symptoms of work related stress and seeks assistance when appropriate.	Applies strategies to prevent and address work related stress.	Assesses the effectiveness of stress prevention and intervention strategies and makes changes and referrals as needed.
3	Abides by professional code of ethics related to their practice.	Models and promotes the ethical behaviors in the code of ethics related to their profession. Teaches educators and staff how to use the code of ethics to articulate professional values.	Integrates and ensures compliance with the code of ethics into practice, policies and instruction. Advocates for the ethical treatment of children, their families and educators and staff.

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A. Professional attitudes, behaviors, and ethical standards/professional guidelines: continued:		
4	Identifies one's own personal, social, and cultural contexts, and reflects on how these contexts influence teaching practice and relationships with children, youth, staff, and families.	Demonstrates understanding of one's own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice. Regularly analyzes, evaluates, and synthesizes teaching practice to make appropriate changes that more fully serve children, youth, colleagues, and families. Aware of program policies on cultural competence and culture of program and provides feedback on issues.
5	Respects children, families, and colleagues of diverse backgrounds and abilities	Aware of cultural strengths and challenges of program. Creates a culturally competent environment; develops and implements policies that are culturally competent. Assess and address issues of program and individual staff cultural competence on ongoing basis. Seeks feedback from staff families, children, and youth.
6	Respects the privacy and confidentiality of information about children, youth, and families.	Integrates and ensures inclusive and non-discriminatory practices.
B. Communication skills:		
7	Uses effective oral and written communication, and non-verbal and listening skills.	Ensures that staff maintain confidentiality of information about children, youth, and families.
8	Recognizes a conflict and takes appropriate action.	Establishes and integrates an effective communication system with families, staff, and other professionals. Demonstrates advanced communication skills such as public speaking and advocacy.
		Establishes procedures and ensures professional development opportunities for staff for resolving conflicts and promoting positive group interactions.

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C. Relationships and team building:			
9	Takes responsibility and works independently.	Models and promotes consistent performance of job duties and responsibilities in a professional manner.	Guides others in professional performance of responsibilities as a mentor and resource.
10	Staff confidentiality		
11	Works collaboratively as part of a team and recognizes the role of teamwork in effective staff relationships.	Facilitates a cooperative work environment by promoting positive communication and facilitating relationships among team members. Contributes as a responsible team member.	Articulates and applies principles of group dynamics and positive communication supports. Develops and implements policies designed to facilitate collaborative relationships and positive environment. Provides professional development opportunities that promote relationship and team building.
D. Professional development:			
12	Identifies professional resources and organizations. Understands the importance of having current knowledge and research to enhance professional development and skills on an ongoing basis.	Models and promotes the use of professional resources and organizations, and current research to enhance professional development and improve skills on an ongoing basis. Seeks out and utilizes supports (both monetary and professional) to allow progress to improved practice to continue.	Participates in and promotes collaborative learning using effective, reliable, and current research, knowledge, and practice.

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D. Professional development: continued:			
13	Understands and meets minimum requirements for ongoing training and professional development such as regulatory and contractual requirements, and program standards.	Creates, maintains, and implements an individual professional development plan. Provides guidance to staff under direct supervision to assess performance, improve practice and promote individual growth. Assists staff under direct supervision to follow own professional development plan. Seeks out and utilizes supports (both monetary and professional) to promote progress to improved practice.	Develops and implements a professional development plan for self and establishes overall program professional development goals for staff. Ensures that staff have access to ongoing opportunities that enhance their professional skills.
14	Engages in and values supportive working relationships that include mentoring opportunities.	Develops and serves as a mentor and resource for others, including guiding educators in identifying individual needs, strengths and interests, and seeks advice from supervisor and others as a mentee.	Serves as a mentor to others in the field by providing guidance, resources, support, and encouragement of continued professional education. Promotes mentorship in staff and program.
15	Uses information from supervision and self-reflection as a learning tool to grow, enhance skills, and improve practice.	Examines own practices, seeks feedback from supervisors and colleagues and reflects on own performance to advance professional growth and improve practice.	Reflects on own practice and continually evaluates staff performance as a basis for program planning, modification, and professional development. Demonstrates reflection on own supervisory skills, and professional and educational practices. Evaluates current trends in early childhood education and out-of-school

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			time and revises practices as appropriate from a local, national, and global perspective.
E. Leadership:			
16	Recognizes early education and care and out-of-school time as a profession.	Develops and assumes a leadership role in the program and/or early education and care and out-of-school-time community.	Promotes leadership and helps staff and others to develop leadership skills. Serves in a leadership capacity in professional organizations through direct service, membership, advocacy and other activities.
17	Recognizes families' role as advocates for their child and community.	Partner with and empower families to make decisions about their child's care and education in the program and community.	Exhibits knowledge of child and family advocacy issues. Engages families as partners to advocate for children, youth, families, and community.
18	Develops own ability to advocate for self and program.	Advocates on behalf of self, children, families, and program. Has a working knowledge of national, state, and local legislation and public policy that affects children, families, programs and the profession.	Serves as an advocate and Empowers staff to advocate for self, children, families, and the program.

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Appendix A: Glossary of Terms

Term	Definition
Accommodate (Accommodation):	Appropriate changes to curricular, materials, and environments to meet the unique needs of children and youth and enable all children and youth to participate in daily routines and activities. <i>Source: Nebraska, Ohio, SpecialQuest</i>
Action Plan:	A document that includes a list of tasks and specific steps required to achieve a goal. An action plan includes detailed information about what will be done, who will be responsible, when the task will be completed, and how the task will be measured for achievement of goal. Action plans are flexible and can be changed to respond to situations not anticipated at time of development. <i>Source: Nevada, SpecialQuest</i>
Adaptation(s):	Adaptations are changes to individualize activities or environments to meet the unique needs of children and youth; enables children and youth to participate in daily routines and activities. <i>Source: SpecialQuest</i>
Advanced Indicator level:	An individual at the advanced level is an educator, leader, or mentor with an advanced level of knowledge/skill that is working with children and/or in an administrative, supervisory, mentoring, or training role.
Assessment:	The process of gathering information through the use of multiple tools to evaluate a child's abilities and skills at a given point and measure progress over time with respect to developmental domains. Assessment happens on a continual basis, is embedded in regular curriculum and schedule, and results in instructional changes that improve outcomes for children and youth. <i>Source: Massachusetts, Ohio</i>
Child:	Any person under fourteen years of age, or sixteen years of age with special needs. <i>Source: Massachusetts (EEC Regulations)</i>
Cognitive Development:	The development of the learning structures and systems in the brain that begins at birth and continues through adulthood, which includes the construction of thought processes such as memory, problem solving, means-end behavior, concept attainment, exploration of objects, preverbal and verbal communication (both vocalizations and gestures), and decision making. <i>Source: US DOE http://nces.ed.gov/programs/coe/glossary/c.asp</i>

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Confidentiality:	Ensuring that information on children, youth, families, and staff working in the program is only available to those who need the information to do their work. <i>Source: Nebraska</i>
Continuous Improvement:	The process of examining where a program stands, tracking progress on long- and short-term goals, evaluating strengths and weaknesses, identifying obstacles to goals, reflecting on current successes and failures, and identifying needed resources and information. <i>Source: SpecialQuest</i>
Credential:	A document or record certifying that an individual has met a defined set of requirements set forth by the grantor of the credential usually related to skills and knowledge and may include demonstrations of competence. <i>Source: NCCIC</i>
Culturally Sensitive:	The ability to work sensitively and respectfully with children, youth, families, and other staff honoring the diversity of their cultures, spoken languages, religion, sexual orientation, and racial and ethnic groups. <i>Source: Ohio</i>
Culture:	All of the socially transmitted behavior patterns, values, beliefs and knowledge that are typical of a population or community of people at a given time. <i>Source: Ohio</i>
Curriculum:	Planned, sequenced program of study and daily structured activity based on what is age appropriate, skill levels of children, and Massachusetts standards. The topics within the areas of English language arts, mathematics, science and technology/engineering, history and social science, comprehensive health, and the arts that will be addressed through planned and unplanned program activities. <i>Source: EEC Regulations, Ohio</i>
Developmental Delay:	A significant delay in the function of one or more of the following areas: cognitive development, physical development, communicative development, social emotional development, or adaptive behavior or skills development or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas. <i>Source: Nebraska</i>
Developmental Domains:	Key areas of development in children and youth. Domains typically include the following areas of development: social, emotional, cognitive, language and literacy, physical (large motor, fine motor, perceptual/sensory), and creative. <i>Source: Nevada, Ohio</i>

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Developmentally Appropriate:	Teaching children and youth in ways that are responsive to each child's individual strengths, interests, and abilities which are based on knowledge of children development, learning, knowledge of child and youth and cultural context in which they live. Practices that meet children and youth where they are, as individuals and as a group; help each child and youth reach challenging and achievable goals that contribute to their ongoing development and learning. <i>Source: Nevada, Vermont</i>
Disabilities, children with	Children or youth who need special education and related services. Types of disabilities include the following: specific learning disability, speech or language impairment, or developmental disability. <i>Source: US DOE http://nces.ed.gov/programs/coe/glossary/d.asp</i>
Diverse Learners:	Children who have special physical, emotional, behavioral, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program. <i>Source: EEC Regulations</i>
Diversity:	Recognizing and valuing differences in races, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth. <i>Source: Nebraska and Oregon</i>
Documentation:	Gathering samples of children's work or your own written observations of children while they work. Documentation might include gathering photos of children working, written recordings of children's comments, stories and conversations. All of the gathered samples are then reflected upon to determine what interests, learning opportunities, and next steps can be taken to advance children's learning. <i>Source: Nebraska</i>
Educator:	Any person approved by the Department for the regular care and education of children unrelated to the educator in a location outside the children's own home for all or part of the day, regardless of his/her level of certification. <i>Source: EEC Regulations</i>
Environment:	All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive. <i>Source: EEC Regulations</i>
Family:	A social unit of two or more people who share goals and values, have long-term commitments, and often but not always live in the same household. A

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	<p>family may include children and adults living in the home, adults who are responsible for the long-term care and well-being of the child, a child's legal guardian, and/or parents who may not live in the same household as the child.</p> <p><i>Source: Ohio</i></p>
Fine Motor:	<p>Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.</p> <p><i>Source: Nebraska</i></p>
Formal observation and/or assessment	<p>Following accepted rules and standards for use of forms, structure and arrangement of outcomes.</p> <p><i>Source: Ohio</i></p>
Gross Motor:	<p>The movement and action of large and/or major muscle groups.</p> <p><i>Source: Nebraska</i></p>
Head Start:	<p>Head Start and Early Head Start are federally funded, comprehensive child development programs that serve children from birth to age five, pregnant women, and their families. These child-focused programs have the overall goal of increasing the school readiness of young children in low-income families.</p> <p><i>Source: Illinois</i></p>
Inclusion:	<p>The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.</p> <p><i>Source: NCCIC</i></p>
Indicator:	<p>An identified marker/benchmark or value used to indicate the level of an outcome. Indicators in MA Core Competencies indicate an educator's competency in a given area. There are three indicator levels in the MA Core Competencies, initial, mid, and advanced. <i>See also Advanced Indicator Level, Initial Indicator Level, and Mid Indicator Level.</i></p> <p><i>Source: Illinois</i></p>
Individualized Education Program (IEP):	<p>A written plan and legal document that states a child or youth's present level of functioning, specifies the goals and objectives for the child or youth, and describes delivery of services including frequency and intensity. The plan includes delivery services for specific areas that need special services; for children 3 to 21 years of age who have been determined eligible for special education.</p>
Individualized Family Service Plan (IFSP):	<p>Plan describing the delivery of services to a child with a developmental delay or at risk for a developmental delay (birth through age 2) and the child's family. Components of the plan include: descriptive statement of child's level of functioning in the developmental areas; major outcomes, including criteria, procedures, and timelines, to determine degree of</p>

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	<p>progress and revision of the plan; specific services needed to achieve outcomes; other sources needed by child and family; name of service coordinator; transition plan; and an optional statement of family concerns, priorities, and resources</p> <p><i>Source: New Mexico</i></p>
Individualized Health Care Plans (IHCP):	<p>Individualized Health Care Plans (IHCPs) are required by EEC regulations for any child with a chronic medical condition in an early education and care or out-of-school time program. An IHCP must describe the chronic condition, its symptoms, any medical treatment that may be necessary while the child is in care, the potential side effects of that treatment, and the potential consequences to the child's health if the treatment is not administered. IHCP's should also include, when, where and how the health services will be provided; who will provide the health services; information regarding the child's transportation needs, including any special needs when taking field trips; and an emergency response plan.</p> <p><i>Source: EEC regulations and Massachusetts Department of Public Health</i></p>
Informal observation and/or assessment	<p>Assessment that does not use standardized or required forms or procedures or not officially recognized or approved as regular means of gathering information.</p> <p><i>Source: Ohio</i></p>
Initial Indicator Level:	<p>An educator working with children in a supervised position/role, without administrative or supervisory responsibility.</p>
Language Acquisition:	<p>The process of learning or acquiring language.</p>
Literacy:	<p>Includes phonological awareness, book knowledge, print awareness, early writing, and alphabet knowledge.</p> <p><i>Source: NCCIC</i></p>
Mandated Reporter:	<p>A professional who has "reasonable cause to believe" that a child under the age of 18 is suffering physical or emotional injury as a result of abuse or neglect. Mandated reporters include doctors, child care providers, teachers, and others who are required by law to make reports. A mandated reporter MUST file a 51A report with the Department of Children and Families if he or she has reason to believe that abuse or neglect has occurred.</p> <p><i>Source: Massachusetts Department of Children and Families</i></p>
Mentor:	<p>A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.</p> <p><i>Source: Ohio</i></p>
Mid Indicator Level:	<p>An educator working directly with children, who may/may not have administrative/supervisory responsibilities.</p>

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Observation:	Gathering information through one or more of the five senses for the basic purpose of determining a child's individual needs and learning style. An act of recognizing and noting a fact or occurrence often involving a standardized tool or instrument. <i>See also Formal and Informal Observation/Assessment.</i> <i>Source: Nevada, Ohio</i>
Professional Development:	Opportunities for educators to receive ongoing training to increase preparation and skills to care for and educate children and youth. <i>Source: NCCIC</i>
Receptive Communication:	Receptive communication is the process of receiving and understanding a message. <i>Source:</i> http://www.cde.state.co.us/cdesped/download/pdf/dbReceptiveCommunication.pdf
Regulations:	Rule or orders issued by an executive authority or regulatory agency of a government and having the force of law. In Massachusetts, the Department of Early Education and Care is the regulatory agency for early education and care and out-of-school time programs including group, school age, and family child care programs. <i>Source: Nevada</i>
Requirements:	See Regulations
Screening:	Developmental screening provides a brief look at or a snapshot of a child's development in order to identify areas that may be barriers to development and need further assessment by a specialist. A screening is ideally completed when a child enters the program. <i>Source: Previous workgroup</i>
Self-regulation:	Child's ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention. <i>Source: Ohio</i>
Social-emotional Development:	The progression of self-awareness and regulation. This growth also allows children and youth to form and sustain social relationships with adults and peers. <i>Source: NCCIC and Nebraska</i>
Special Needs:	Children under sixteen years of age, who, because of temporary or permanent disabilities arising from intellectual, sensory, emotional, physical or environment factors, or other specific learning disabilities, are or would be unable to progress effectively in a regular school program. This may include, but not be limited to, a school age child with disabilities as determined by an evaluation conducted pursuant to M.G.L. c. 71B, § 3, and as defined by the Department of Education in 603 CMR 28.00 et. Seq, or an

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	<p>infant or toddler with an individual family service plan (IFSP) receiving early intervention services. Children who have special educational requirements due to diagnosed learning difficulties, emotional or behavioral problems, or physical disabilities.</p> <p><i>Source: Massachusetts and Wyoming</i></p>
Universal Precautions:	<p>Infection control guidelines designed to protect adults and children from the spread of disease through body fluids.</p> <p><i>Source: Nebraska</i></p>
Youth:	<p>A child between the ages of 6 – 14, 16 with special needs</p>

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Appendix B: Core Competency Alignment with Course Categories

Categories of Study 7.09 18(b) Educator Qualifications and Professional Development

Core Competency Areas	1 Child Growth and Development Birth-eight years	2 Planning Programs and Environments for Young Children	3 Curriculum for Early Childhood Settings	4 Child and Classroom Management	5 Advanced or Specialized Early Childhood Education or Development	6 Children with Special Needs, Birth-sixteen years	7 Infant and Toddler Development, Care and Program Planning	8 Health and Safety in Early Childhood	9 Families and Community	10 Child Care Policy	11 Supervision or Staff Development in Early Childhood Education	12 Child Observation, Documentation and Assessment	13 Child Care Administration
Area 1: Understanding the Growth and Development of Children and Youth	X				Imbedded throughout the Core Competencies	Imbedded throughout the Core Competencies	Imbedded throughout the Core Competencies						
Area 2: Guiding and Interacting with Children and Youth				X									
Area 3: Partnering with Families and Communities								X					
Area 4: Health, Safety, and Nutrition							X						
Area 5: Learning Environments and Implementing Curriculum		X	X										
Area 6: Observation, assessment, and documentation											X		
Area 7: Program planning and development											X		X
Area 8: Professionalism and leadership										X			X

EEC regulations establish qualifications that individuals working with children from birth up to age 6 (up to 16 with special needs) in group child care programs must meet to be a Teacher, Lead Teacher, Director I, and/or Director II. The regulations establish Categories of Study that define required coursework only for these positions. Although required courses in EEC's regulations are identified by category, EEC's On-Line Professional Development Calendar sorts opportunities by core competency. Educators seeking EEC certification need to know which Core Competency Area relates to which Category of Study for professional development. This table indicates the most direct alignment between the course categories from EEC's regulations and the 8 core competency areas. There is overlap to a lesser degree among other categories and competency areas.

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Appendix C: Core Competency Alignment with Quality Rating and Improvement System

		QRIS Standards Categories					
		1 Curriculum and Learning	2 Environment	3 Workforce Qualifications and Professional Development	4 Family Involvement	5 Leadership, Management and Administration	
Core Competency Areas	Area 1: Understanding the Growth and Development of Children and Youth	X		Imbedded throughout the Core Competencies			
	Area 2: Guiding and Interacting with Children and Youth	X					
	Area 3: Partnering with Families and Communities					X	X
	Area 4: Health, Safety, and Nutrition		X				
	Area 5: Learning Environments and Implementing Curriculum	X	X				
	Area 6: Observation, assessment, and documentation	X					
	Area 7: Program planning and development	X	X			X	X
	Area 8: Professionalism and leadership						X

EEC began developing a Quality Rating and Improvement System (QRIS) in the spring of 2008. QRIS is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings (Stair Steps to Quality, United Way Success by Six, p. 4). A key piece of this system is building on existing resources to put an infrastructure in place that supports programs and educators in meeting and maintaining quality standards (Mitchell, 2005). There are 5 components to the QRIS including standards, monitoring and accountability, program and practitioner supports, fiscal incentives, and family and consumer engagement.

EEC continues to knit together current resources into a professional development system that will facilitate the identification of existing gaps and necessary resources. The relationship between the core competencies and QRIS is an example of interweaving initiatives and ensuring that the systems are in alignment as EEC moves forward in building a comprehensive system of workforce development. This table identifies the most direct alignment between the 5 QRIS standards and the 8 core competency areas.

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Appendix D: Core Competency Contributors

**MA Early Education and Care and Out of School Time Workforce Development Task Force:
Core Competency Committee**

- Phil Baimas, EEC
- Gary Calhoun, Children's Trust Fund
- Maryellen Coffey, BOSTnet
- Evelyn Dalembert, Family Child Care Provider
- Gail DeRiggi, EEC
- Katie DeVita, EEC
- Ellen Gannet, National Institute on Out-of-School Time
- Joanne Gravel, Child Care Connection
- Valerie Krajec, National Child Care Information Center
- Charlene Mara, Quinsigamond Community College
- Joan Matsalia, Harvard Achievement Support Initiative
- Bryce McClamroch, Department of Public Health
- Carol Nolan, CAYL (Schott) Fellow
- Susan O'Connor, West MOST
- Kate Roper, Department of Public Health

EEC Advisory: Professional Development Workgroup:

- Maryellen Coffey, BOSTnet
- Carol Craig-O'Brien, Westwood Public Schools, EEC Board Member
- Titus DosRemedios, Early Education for All
- Marcia Farris, Massachusetts Association for the Education of Young Children
- Jody Figuerido, Institute for Education and Professional Development
- Barbara Finlayson, Hampshire Education Collaborative
- Kate Finnegan, Greenfield Community College
- Gwynn Hughes, Massachusetts Afterschool Partnership
- Hanna Gebretensae, Urban College
- Joanne Gravell, Child Care Connection
- Katie Magrane, Massachusetts Afterschool Partnership
- Margaret O'Hare, Federation for Children with Special Needs
- Amy O'Leary, Early Education for All
- Maureen Pasek, Greater Lawrence Community Action Council
- Debbie Rawson, South Shore Day Care Services
- Peg Sprague, United Way of Massachusetts Bay and the Merrimack Valley
- Nancy Topping-Tailby, Massachusetts Head Start Association

EEC Staff: Phil Baimas, Katie DeVita, and Pam Roux

APPENDIX S

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Kindergarten Entry Assessment Survey

There are currently 4,871 full-time employed pre-kindergarten and kindergarten teachers in the Commonwealth, according to the latest data from ESE. To date, Massachusetts has encouraged school districts to conduct kindergarten entry assessments, but has not required a specific tool. In preparation for developing the MKEA, the state conducted a survey of kindergarten assessment practices. The survey found that most school districts conduct brief developmental screenings at kindergarten entry, with the vast majority using either the *Early Screening Inventory* (62.5%) or the *DIAL-R* (21.3%). These two tools are designed to identify preschool and kindergarten-age children with potential learning difficulties who may need additional diagnostic assessments and special education services. Other survey findings indicated that less than half (43%) of 259 kindergarten teachers surveyed reported their schools conducted assessments of children's social and emotional development, and only 58% regularly assessed children's physical health. Schools were found more likely to conduct ongoing assessments in language and literacy and math, but in all developmental areas respondents lacked confidence about the usefulness of assessment tools.

Overall, the findings from the survey indicated that the current assessment tools in use by Massachusetts schools districts are not intended to give comprehensive information about children's growth and learning across all essential domains of school readiness or guide individualized instruction. Also, the data collected from current assessments cannot be aggregated to provide a statewide picture of children's school readiness status. Teachers who responded to the survey expressed concern that the current kindergarten assessment tools in use by their school districts were limited in their effectiveness to identify areas of learning and instructional need, especially among high-needs groups. They are also of limited utility in determining whether students were achieving state standards as defined by the *Massachusetts Curriculum Frameworks*. Teachers also expressed the desire to learn about how to use assessment data, analyze it to inform curriculum planning, and use it to individualize classroom instruction (see Table E(1)-1).

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Table E(1)-1.

Question: What are the professional development needs of the kindergarten staff related to assessment and its link to curriculum planning, implementation and evaluation?

Answer Options	Response Percent	Response Count
how to select tools that are age appropriate and that cover the appropriate domain of learning	48.9%	85
how to use the selected tool(s)	46.6%	81
understanding the purpose of the tool and its related uses	42.5%	74
how to analyze assessment data	68.4%	119
how to use the analyzed data to inform curriculum planning	81.0%	141
how to use the assessment data to individualize instruction	78.2%	136
Other (please specify)		12
	<i>answered question</i>	174
	<i>skipped question</i>	85

This survey demonstrated that the MKEA is a necessary step toward strengthening and deepening the use of assessment across the Commonwealth, and moving districts, schools, teachers, and families toward a more comprehensive approach to understanding all children's unique learning needs and providing appropriate learning supports.

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Core Goals of the ECIS as Agreed Upon by the Commissioner and Board

Once the Early Childhood Information System (ECIS) is built and deployed it will act as a way to share and analyze an expanding number of data elements related to the health, safety, and learning of the Commonwealth's youngest citizens. Specifically, ECIS will:

- Collect children's demographic data (such as birth date, gender, race, ethnicity, language, disability status, etc.).
- Report on the status of children across ages and over time, encompassing data on home and community environments.
- Document child outcomes across developmental domains (including health, early literacy, and social-emotional development) that can be linked across sectors, agencies, and programs (e.g. infants/toddlers, preschool, Early Intervention, family childcare etc.).
- Assist in the identification of early warning indicators at the birth to 5.
- Ensure confidentiality of child and family data, adhering to the privacy requirements of both HIPAA and FERPA, and seeking parental consent when necessary.
- Support geographic analysis useful to EEC, other state agencies, and communities that are engaged in Birth-(strategic planning, resource management, program improvement, and accountability.
- Provide internal and external policy makers, EEC staff, researchers, and other stakeholders with early childhood data in diverse formats.
- Link parents to state and local community resources and opportunities.

Key outcomes of the system will include:

- Increase the utilization of data on subsidy children regarding service history programs and attendance as well as age of entry and length of engagement
- Ability to collect child data on non subsidy engaged children in EEC funded programs
- Ability to collect consent information and multiple assessment scores over time
- Ability to identify families or children engaged with other MA agency programs
- Ability to note children in early intervention, homeless or head start and subsidy initiatives
- Ability to match multiple child risk factors including those that involve multiple agencies
- Ability to send messages to families or providers in an automated or scheduled manner via text, email or phone calls.

Core Elements of the ECIS

The Commonwealth's development of an ECIS must include the following core elements:

- **Family Engagement:** The ECIS must engage families to provide:

Parental Consent – Parental consent will be sought to collect, match, and report out child-level data across state agencies. This allows the department to avoid being confined by

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many of the data sharing restrictions established through Family Educational Rights and Privacy Act 1974 (FERPA) and the Health Insurance Portability and Accountability Act 1996 (HIPAA).

Core Child-level Identifying Data – Child name (first, middle, and last), date of birth, and address must be used for probabilistic matching on child-level data across state agencies.

Self-Assessment Data – The department hopes to encourage family participation in the ECIS by enabling them to contribute their own self-assessment information, including data on relationships and environments.

- **Child Development Screening & Assessment Data:** The ECIS will collect data on child development milestones through prescribed, validating and reliable screening and assessment tools. Some of the tools now in use include the Ages & Stages Questionnaire for screening, Picture Vocabulary Test (PVT), Expressive Vocabulary Test (EVT), Social and Emotional assessment, and Woodcock-Johnson Test and several formative assessment tools. Currently, the department's Coordinated Family and Community Engagement (CFCE) grantees are collecting screening data from families and children not in formal programs and providers in the TQIS system charged with administering formative assessment tools. As the ECIS evolves, the department hopes to collect assessment data through various agencies and settings where children might be receiving services beginning with the Home Visiting programs.
- **Interagency Data:** The ECIS must utilize extant data on young children maintained by other state agencies in order to identify additional strength and risk indicators at the child-level. Through Interagency Service Agreements (ISAs), the department will both pull data from and provide data back to other state agencies.
- **Strength & Risk Analyses:** The ECIS must have the technological capacity to (a) pull child-level case data across the aforementioned data sources (family engagement data, screening data, and other agency data), (b) match child-level data across agencies, and (c) report out on child-level critical strength and risk factors. The ECIS must also be able to present the data on a child-specific and/or aggregate level (depending on user restrictions) for analysis and use by individual agencies or groups of agencies working in partnership.
- **Communication:** The ECIS must be able to link families to child development opportunities and needed program and community supports/services that promote child health, development, and learning.

General Communication: All parents should receive a base of information about where community programs and supports already exist on a town-by-town basis as well as general child development advice and guidance.

Targeted Communication: Parents with children who are identified as having three or more risk factors should receive targeted communications related to specific other state agency services and community supports that may help to alleviate those specific risks.

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Families in the ECIS will be able to receive regular developmental messages when the system is fully developed.

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Work Plan and Timeline for Integrated Data System Development

ECIS's multi-year technology plan aligns with the mission of EEC and the vision of Governor Patrick for a single and integrated early learning information platform.

Recognizing that the ECIS will evolve over time, the department will implement various aspects of the ECIS over the short, mid, and long-term. Short term (within 1 year) ECIS outcomes include the ability to report from EEC legacy systems holistically by cleaning and prepping data in these sources and to use WEAVE for public information. Mid-term (1-3 years) milestones for ECIS would require data sharing agreements to be in place in order to provide comprehensive and structured data for reports and for external sources which include MA state agencies, providers and families. Another mid-term result would be the capacity to provide reporting to external stakeholders. ECIS in the long-term (3-5 years) will provide a holistic view of families, children, providers, and communities, where external stakeholders can also share information.

Short-Term (1-2 Years)

Short-term actions will include cleansing the department's current legacy system data and identification of links to the new Financial System, Workforce Registry, KinderWait, and Quality Rating and Improvement System (QRIS). The department, and its technology consultants, will develop the federated database architecture, which will include linkages to all legacy systems, as well as design the web portals for (a) parent entry of core child-level data and self-assessment data and (b) early childhood provider entry of screening and assessment data. In the short-term, the department will also seek to finalize as many ISAs with other state agencies as possible and identify view access/VPN links to critical data held by those agencies.

In order to jumpstart the data collection, the department will begin collecting data within 18 months to answer the three priority questions identified by the Data Advisory Working Group (detailed under data elements section). These priority questions will serve as building blocks for the ECIS to expand data collection and analysis to focus first on the most vulnerable children.

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Informed by the results of early brain research, work to develop the ECIS has focused largely on the youngest and most vulnerable of children living in the Commonwealth. The department and several other state agencies have an obligation, however, to identify and address needs of all children residing in the Commonwealth of Massachusetts. This presents a substantial challenge for data development. While the most vulnerable children are likely already being served by one or several state agencies, and are thus in someone's database already – data on all children is rarely collected. Exceptions to this situation exist at birth, when all children born in the Commonwealth are captured as part of the state's Vital Records process and when virtually all children enroll in school and are captured as part of the Department of Elementary and Secondary Education's data system(s). As a result, the ECIS will focus on the most vulnerable children, in the short-term, but still seek to ultimately develop a system for data capture, analysis, sharing and reporting that can, over time, provide information about all of the children in the Commonwealth.

Key information that would contribute to a more universal data acquisition and analysis process could come from the Commonwealth's universal health care program (that supports in excess of 90% of children and families), the Commonwealth's universal immunization process, and K-12 public education in Massachusetts. Finally, as the Commonwealth adopts a process for assessing the school readiness of all children entering public school, this will provide yet another point for universal data on the well-being and success of the state's younger children.

Mid- and Longer-Term (2-5 Years)

The mid-term solution involves moving towards more in-depth linking across EEC's legacy systems to effectively create a single place where workers, providers, and parents can access the various forms of early childhood information necessary to meet their needs.

Once individual case records have been established and are maintained, longitudinal analyses will be possible throughout the full period of early and middle childhood, the high school years, and into young adulthood. This will allow the Commonwealth to conduct analyses and answer such questions as:

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- Is school readiness at entry to kindergarten aided by participation in a high quality preschool experience?
- Do 3rd grade reading scores vary by the nature of children's earliest experiences, including risks in the birth to age three years, or by participation in high quality PreK-3rd grade early education?
- If parents without a high school degree send their children to a high quality preschool, does that increase the likelihood that their children will be ready for kindergarten and reading at grade level by the end of 3rd grade?
- Is the Commonwealth reaching all very young children (B-3) living with environmental, economic and developmental risks with such evidence-based programs as Early Intervention and high quality infant and toddler care?

In the long term, the ECIS will also allow the Commonwealth to answer three key policy questions related to the development of young children and their access to state and locally-funded resources that can support their well-being:

- What opportunities are available in the Commonwealth or local communities that support healthy child growth and development?
- How are Massachusetts families and communities doing in supporting child well-being and success?
- Are children meeting developmental milestones from birth through the 3rd grade, and what gaps exist for individual and groups of children?

Finally, such data over time will enable the Commonwealth to target its resources to (a) critical points in the lives of children and (b) effective programs serving them, thus producing the greatest possible return on investment for the Commonwealth as a whole.

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Deliverables for ECIS for the first two years and their corresponding milestones are delineated below assuming that grant funds are dispersed by December 2011.

Deliverables/Milestones (on or by date)

July 2012 (6 months)

- Design/Build of Federated Database Architecture
- Linkage to all EEC legacy systems
- Initial reporting to include: children demographic data, children in early intervention, homeless or head start and subsidy initiatives

Dec 2012 (1 year)

- Design/build of web portals for parent entry of core child-level data & self assessment data
- Design/build of web portals for early childcare provider entry of screening and assessment data
- Ability to collect consent information & multiple assessment scores over time
- Ability to collect child data on non subsidy engaged children in EEC funded programs
- Report on subsidy children regarding attendance, age of entry and length of engagement

July 2013 (1.5 years)

- Ability to match and report on multiple child risk factors
- Report on early warning indicators for all children in the system
- Ability to send messages to families or providers in an automated or scheduled manner (via text, email, or phone)
- Report on status of children across ages and over time including data on home and community environments from EEC funded and supported programs including Community and Family Engagement grants statewide
- Report on child outcomes using formative assessment (health, early literacy, social/emotional development) that can be linked across programs

Dec 2013 (2 years)

- Ability to identify and report on families or children engaged with other MA agency programs

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Current Status and Work Plan for Addressing Technical Issues Around Data Standards

ECIS has been designed to enable the successful operation and seamless interfacing with other relevant information systems within the agency as well as across the Commonwealth. ECIS will be implemented in accordance with the **Common Education Data Standards (CEDS)** which is a specified set of the most commonly used education data elements to support the effective exchange of data within and across states, as students transition between educational sectors and levels, and for federal reporting. This common vocabulary will enable more consistent and comparable data to be used throughout all education levels and sectors necessary to support improved student achievement. The standards are being developed by National Center for Education Statistics (NCES) with the assistance of a CEDS Stakeholder Group that includes representatives from states, districts, institutions of higher education, state higher education agencies, early childhood organizations, federal program offices, interoperability standards organizations, and key education associations and non-profit organizations. CEDS is a voluntary effort and will increase data interoperability, portability, and comparability across states, districts, and higher education organizations.

With respect to interoperability, ECIS will be capable of exchanging data across different legacy and education systems. This will require the development of data extraction, matching, cleansing, and analysis tools or structures not now in place across state agencies. In addition, a dictionary of data elements with definitions will be developed and published to all stakeholders to ensure a common ground. In cases where the core data does not meet CEDS, data administrators will attempt to bridge the gap with the partner agency through data cleansing and transformation to arrive at a common ground as close to the CEDS as possible. Having achieved a common ground within the commonwealth will provide the stakeholders consistent information about children to plan effective learning experiences, improve curriculums and reduce costs. The ECIS must utilize extant data on young children maintained by other state agencies in order to identify additional strength and risk indicators at the child-level. Through Interagency Service Agreements (ISAs), the department will both pull data from and provide data back to other state agencies. EEC is in the process of purchasing a tool that will enable data

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virtualization which will allow for the querying of autonomous data sources throughout the state. Additionally, EEC's transaction based systems are built using Service Oriented Architecture (SOA) which simplifies the interconnection to and usage of existing IT assets.

In order to facilitate data sharing across state agencies, especially related to critical health, safety and learning risk/protective factors, Interagency Service Agreements (ISAs) must be established. Data from various state agencies identified as useful for the inclusion in the development of the ECIS has been identified. The table below lists agencies maintaining useful data for inclusion in the ECIS as well as the names and high-level descriptions of their primary system(s):

Department	Systems	Description
Department of Elementary and Secondary Education	SIMS, EPIMS, Education Data Warehouse, MassONE, P-20/iPassport	Student level data, curriculum planning, performance data
Department of Revenue	MassTax, COMETS, COMETS FM	Tax information, demographic, and account information related to child and medical support, financial tracking for child support
Department of Public Health	EIIS, PELL, Vital Records	Birth records, pre-natal data, and early intervention eligibility, service, and demographic data
Department of Children and Families	FamilyNet	Intake, investigation, assessment, clinical/case management, adoption, financial, legal and provider services data
Department of Transitional Assistance	BEACON 3	Eligibility, intake, and case management data for TANF, SNAP and other DTA programs
Department of Housing and Community Development	SHORE (Current) ETO/HMIS (Go-Live in July)	New system will be more comprehensive, but SHORE collects data on homelessness (patterns of assistance, effectiveness of the service delivery system, etc.)

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Current Data Sources and Departmental Commitments

MOA

A memorandum of agreement (MOA) between the Massachusetts Department of Early Education and Care, Department of Elementary and secondary Education, Department of Higher Education and the Executive Office of Education (EOE) regarding Education Agency Data is scheduled to be finalized in October 2011. This MOA will:

- a) Outline the Departments' Information Technology (IT) staff and assets that have been administratively consolidated pursuant to Executive Order #510.
- b) Set out the parties' agreements, consistent with FERPA and FIPA regarding the security, confidentiality, access, use and disclosure of each Department's data currently held on EOE Servers and supported by EOE IT staff.
- c) Establish that the Department's Commissioners shall have sole authority to determine access, use and disclosure of data collected by, or reported to, his or her Department.
- d) Delineate mechanisms and rules for linkage of data and aggregate reporting across EOE, EEC, ESE, and DHE
- e) Institute and document roles and responsibilities of EDSAG

Under the terms of this MOA and the systems involved and data elements shall include the following:

- A. Department of Early Education and Care
 1. All data elements from the Waitlist system.
 2. All data elements from the Child Care Information Management System (CCIMS) and electronic Child Care Information Management System (ECCIMS).
 3. All data elements from the Professional Qualifications Registry (PQR).
 4. All data elements from the Licensing Management system.
 5. All data elements from the Quality Rating and Improvement System (QRIS).
 6. Such other data elements reported to or collected by EEC as a result of statutory or regulatory authority or grant or contract obligations in existence or created during the term of this MOA.

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B. Department of Elementary and Secondary Education

1. All data elements from the Student Information Management System (SIMS).
2. All data elements from the Massachusetts Comprehensive Assessment System (MCAS).
3. All data elements from the Massachusetts English Proficiency Assessment (MEPA).
4. All data elements from the Student Course Schedule system (SCS).
5. All data elements from the School Safety and Discipline Report (SSDR).
6. All data elements from the Education Personnel Information Management System (EPIMS) and the Educator Licensure and Recruitment system (ELAR).
7. Local data that a school district has uploaded but has not been verified by the Department except that such data shall not be included in the BBDI.
8. Such other data elements reported to or collected by ESE as a result of statutory or regulatory authority or grant or contract obligations in existence or created during the term of this MOA.

C. Department of Higher Education

1. All data elements from the Higher Education Institutional Resource System (HEIRS) including:
 - a) Degrees Conferred;
 - b) Student Demographics;
 - c) Courses/Course Enrollments;
 - d) Course Completions;
 - e) Cumulative Grade Point Averages;
 - f) Applicant Data;
 - g) Entrance Exam/Test Scores;
 - h) Non-Credit Enrollment;
 - i) Program Array;
 - j) Geographic Data;
 - k) Institutional Fiscal Data; and
 - l) Other elements included in the resource system for public higher education institutions.
2. Such other data elements reported to or collected by DHE as a result of statutory or regulatory authority or grant or contract obligations in existence or created during the term of this MOA.

**Appendix E2(e): Uses for Massachusetts' Early Childhood Information System in
Continuous Improvement and Improved Child Outcomes**

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ECIS will benefit families by helping them:

- ✓ *Find services or opportunities/experiences for children in their community.*
- ✓ *Acquire parenting tips and information about developmental milestones relevant to a child's age.*
- ✓ *Obtain information about the quality of early education and care services that a child is using or would like to use.*

The Commonwealth will leverage ECIS to:

- ✓ *Answer questions about the status of children's growth, learning, and development, with a focus on children with high needs.*
- ✓ *Answer questions about which children are receiving what types of services, with a particular focus on children with high needs and identifying service gaps.*
- ✓ *Make it easier for families to find and choose high quality services and supports for themselves and to help their children to grow.*
- ✓ *Create a vehicle to communicate to parents about a full range of services for young children.*
- ✓ *Make informed decisions on efficiently directing funds where they are most critically needed and to continuously improve program activities.*
- ✓ *Enable high-level program analysis and, where allowable, child-level identification for needed intervention.*
- ✓ *Deliver information directly to providers to enhance opportunities at the program level.*
- ✓ *Make well-informed budget and policy decisions using aggregate-level data reflecting research and analysis of child and student outcomes.*

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Because services to younger children and their families are often provided across state agencies, multiple agency involvement in the ECIS is critical to understanding the child development strengths and risks of young children. Participation in the ECIS will result in benefits to all agencies, including:

- ✓ *Allowing key stakeholders to access and exchange information necessary for policy, practice or program decisions.*
- ✓ *Facilitating more efficient data inclusion and integration from multiple sources (including within other agency systems).*
- ✓ *Providing a vehicle for communication of agency-specific events and services to families.*

Additionally, demographic data at the time of a child's entry into kindergarten can be used to look back at children's participation in publicly-funded programs and their status at kindergarten entry. This will allow the following questions to be addressed:

- ✓ *How well are publicly-funded preschool programs reaching and serving Children with High Needs?*
- ✓ *How well are other early learning and development programs (participating QRIS programs, home visiting programs, early intervention/Part C services) reaching and serving Children with High Needs, from birth to school entry?*
- ✓ *What differences, on kindergarten entry assessments, exist for Children with High Needs compared to other children and compared between children who participated and did not participate in publicly-funded preschool?*
- ✓ *What differences, on kindergarten entry assessments, exist for Children with High Needs compared to other children and compared between children who participated and did not participate in home visiting, Part C/early intervention, and early learning and development programs as they rated on the state's QRIS?*
- ✓ *To what extent do these difference impact special education and other early elementary service use and persist over time to testing on reading and mathematics at the end of third grade, including attendance, grade retention, and compensatory service use?*
- ✓ *To what extent do the demographics of the workforce and the program relate to participation rates by Children with High needs and their subsequent kindergarten readiness?*

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Appendix E2(f): Data Advisory Working Group List of ECIS Indicators

Priority Question #1: What opportunities are available in the Commonwealth or local communities that support healthy child growth and development?

- A) Do they exist?
- B) Do families have access to them both in terms of proximity and capacity?
- C) Are they quality opportunities? [Secondary Sub-Question]
- D) Are families aware of these opportunities? [Secondary Sub-Question]

Five Domains of Child Development	Shonkoff Area of Development	Indicator	Data Elements Required	Data Source	ISA Needed	Parental Consent Needed
Availability of Resources that Support Cognitive Development	Biological Adaptations or Disruptions	Public Schools	Child address, School name, School address	DOE	X	X
		Early education and care programs	Child address, Program name, Program address, Waitlist (Y/N)	EEC		X
Availability of Resources that support Social/Emotional Development	Caregiver and Community Capacities	Family Resource Centers	Child address, Center name, Center address	Currently Unknown		X
		Home-visiting Programs	Child address, Program name, Program address, Waitlist (Y/N)	DMH	X	X
		Farmer's Markets	Child address, Farmer's market name, Farmer's market address	Department of Agricultural Resources Federation of Mass Farmers Markets	X	X
		Playgrounds	Child address, Playground name, Playground address	Department of Conservation and Recreation MA Recreation and Park Association	X	X
		Parenting Education Programs	Child address, Program name, Program address, Waitlist (Y/N)	Currently Unknown		X
		Grocery Stores	Child address, grocery store name, grocery store address	Currently Unknown		X
		Parks and Recreation Facilities	Child address, Facility name, Facility address	Department of Conservation and Recreation MA Recreation and Park Association	X	X
		Public Transportation	Child address, Public Transit Location address	MBTA		X
		Child and Parent Mental Health Supports	Child address, Center name, Center address, Waitlist (Y/N)	DMH	X	X
		Pediatrician/Family Physician Offices	Child address, Pediatrician name, Pediatrician address	DPH	X	X
Availability of Resources that support Physical Development	Biological Adaptations or Disruptions	Dentist Offices	Child address, Dentist name, Dentist address	DPH	X	X
		Neighborhood Health Centers	Child address, Center name, Center address	DPH	X	X
Availability of Resources that support Language and Literacy Development	Foundations of Healthy Development	Libraries	Child address, Library name, library address	MA Libraries/MA Board of Library Commissioners	X	X
		Book Programs	Parent name, Book program name, Book program address	MA Libraries/MA Board of Library Commissioners	X	X
Availability of Resources that support Approaches to Learning	Foundations of Healthy Development	Museums	Child address, Museum name, Museum address	Currently Unknown		X
		Community Centers (i.e. YMCA, Boys & Girls Clubs, YWCA)	Child address, Community Center name, Community Center address	Currently Unknown		X
		College/Community Collaborations	Child address, Collaboration name, Collaboration address	DHE	X	X

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Priority Question #2: How are Massachusetts families and communities doing in supporting child well-being and success?

Indicator Category	Indicator	Data Elements Required	Data Source	ISA Needed
Maternal & Infant Health	Premature Births <i>Percentage of Live Births before 37 Weeks</i>	Number of Live Births before 37 Weeks, Total Number of Live Births	DPH	X
	Low Birth-Weight Infants <i>Percentage of Live Births Less than 2,500 grams</i>	Number of Live Births Less than 2,500 grams, Total Number of Live Births	DPH	X
	Infant Mortality <i>Rate of Infant Deaths per 1,000 Live Births (include deaths due to neglect)</i>	Number of Infant Deaths; Number of Live Births	DPH	X
	Adequacy of Prenatal Care <i>Percentage of Mothers Receiving Less than Adequate Prenatal Care by the APNCU Index, Number of Live Births</i>	Number of Mothers Receiving Less than Adequate Prenatal Care by the APNCU Index, Number of Live Births	DPH	X
	Breastfeeding Intention <i>Percentage of Women Not Intending to Breastfeed at Hospital Discharge</i>	Number of Women Not intending to Breastfeed at Hospital Discharge, Number of Live Births	DPH	X
	Smoking During Pregnancy <i>Percentage of Women who Reported Smoking During Pregnancy</i>	Number of Women who Reported Smoking During Pregnancy, Number of Live Births	DPH	X
	Asthma Hospitalizations <i>Rate of Child Asthma/Asthma Related Hospitalizations per 100,000 Children</i>	Number of Child Asthma Hospitalizations and Asthma-Related Hospitalizations, Total population of Children	DPH	X
	Early Intervention Enrollment <i>Percentage of Children Enrolled in Early Intervention</i>	Number of Children Enrolled in Early Intervention, Total Children Aged 0-3	DPH	X
	Children Waitlisted for an EEC Subsidized Child Care Slot <i>Percentage of Children Waitlisted for an EEC Subsidized Child Care Slot</i>	Number of Children Aged 0-12 Waitlisted for an EEC Subsidized Child Care Slot, Total Number of Children Aged 0-12	EEC	
	Poor School Attendance <i>Percentage of Children who Missed More than 11 Days of School per Year</i>	Number of Children who Missed More than 11 Days of School Per Year, Total Number of Children	DESE	X
Prevention of Child Injuries and Maltreatment	Child Maltreatment <i>Rate of Substantiated Child Maltreatment Reported per 1,000 Children</i>	Number of Substantiated Child Maltreatment Reports (for children aged 0-9), Total Number of Children Aged 0-9	DCF	X
	Unintentional Injury Hospitalizations <i>Rate of Inpatient Hospitalizations, Observation Stays, and Emergency Room Discharges</i>	Number of Inpatient Hospitalizations, Observation Stays, and Emergency Room Discharges Associated with Unintentional Injury, Number of Children	DPH	X
	Substance Use Disorder Hospital Admissions <i>Rate of Substance Use Disorder Admissions to DPH-funded Programs per 100,000 people</i>	Number of Substance Abuse Disorder Admissions to DPH-funded Programs; Total Massachusetts Population	DPH	X
Parenting Stressors	Children Aged 0-18 Living in Single Parent Households <i>Percentage of Children Aged 0-18 Living in Single Parent Households</i>	Number of Children Aged 0-18 Living with Single Male or Single Female Head of Household, Total Children Aged 0-18	DPH / US Census	X
	Infants Born to Mothers with Less than High School Education <i>Percentage of Births to Mothers with Less than High School Education</i>	Number of Births to Mothers with Less Than a High School Education, Total Number of Live Births	DPH	X
	Teen Births <i>Rate of Births to Females Aged 15-19 per the total Female Population Aged 15-19</i>	Number of Births to Females Aged 15-19, Total Females Aged 15-19	DPH	X

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Indicator Category	Indicator	Data Elements Required	Data Source	ISA Needed
Family Economic Self-Sufficiency	Poverty <i>Percentage of Residents Living at or below 100% of FPL</i>	Number of Residents Living At or Below 100% FPL, Total Number of Residents	US Census	
	Unemployment <i>Percentage of Unemployed Individuals in Labor Force</i>	Number of Unemployed Individuals in Labor Force, Total Massachusetts Population	EOLWD	X
	Mothers Giving Birth Receiving Publicly-Financed Health Care <i>Percentage of Women Giving Birth Receiving Publicly Financed Health Care (Medicaid, Healthy Start, Other Government Free Care), Total Live Births</i>	Number of Women Giving Birth Receiving Publicly Financed Health Care (Medicaid, Healthy Start, Other Government Free Care), Total Live Births	DPH	X
	Homelessness <i>Percentage of Children whose Families are Homeless</i>	Number of homeless children, Total number of children	DHCD	X

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Priority Question #3: Are children meeting developmental milestones (including cognitive development, social and emotional development, physical development, language and literacy, and approaches to learning) at Birth, ages 3 - 5 and 3rd Grade? What are the gaps?

Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
Birth - 12 Months	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
3 Years Old	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X

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Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
3 Years Old	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
4 Years Old	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
5 Years Old	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X

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Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
5 Years Old	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Basic Reading Skills	Woodcock Johnson Tests of Achievement	X
3rd Grade (Age 8)	Language & Literacy	Woodcock Johnson - Reading Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Reading Fluency	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Mathematics Calculation	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Mathematics Reasoning	Woodcock Johnson Tests of Achievement	X

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Uses for Massachusetts' Early Childhood Information System in Continuous Improvement and Improved Child Outcomes

ECIS will benefit families by helping them:

- ✓ *Find services or opportunities/experiences for children in their community.*
- ✓ *Acquire parenting tips and information about developmental milestones relevant to a child's age.*
- ✓ *Obtain information about the quality of early education and care services that a child is using or would like to use.*

The Commonwealth will leverage ECIS to:

- ✓ *Answer questions about the status of children's growth, learning, and development, with a focus on children with high needs.*
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- ✓ *Create a vehicle to communicate to parents about a full range of services for young children.*
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- ✓ *Enable high-level program analysis and, where allowable, child-level identification for needed intervention.*
- ✓ *Deliver information directly to providers to enhance opportunities at the program level.*
- ✓ *Make well-informed budget and policy decisions using aggregate-level data reflecting research and analysis of child and student outcomes.*

Because services to younger children and their families are often provided across state agencies, multiple agency involvement in the ECIS is critical to understanding the child development strengths and risks of young children. Participation in the ECIS will result in benefits to all agencies, including:

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- ✓ *Allowing key stakeholders to access and exchange information necessary for policy, practice or program decisions.*
- ✓ *Facilitating more efficient data inclusion and integration from multiple sources (including within other agency systems).*
- ✓ *Providing a vehicle for communication of agency-specific events and services to families.*

Additionally, demographic data at the time of a child's entry into kindergarten can be used to look back at children's participation in publicly-funded programs and their status at kindergarten entry. This will allow the following questions to be addressed:

- ✓ *How well are publicly-funded preschool programs reaching and serving Children with High Needs?*
- ✓ *How well are other early learning and development programs (participating QRIS programs, home visiting programs, early intervention/Part C services) reaching and serving Children with High Needs, from birth to school entry?*
- ✓ *What differences, on kindergarten entry assessments, exist for Children with High Needs compared to other children and compared between children who participated and did not participate in publicly-funded preschool?*
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- ✓ *To what extent do the demographics of the workforce and the program relate to participation rates by Children with High needs and their subsequent kindergarten readiness?*

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Appendix E2(f): Data Advisory Working Group List of ECIS Indicators

Priority Question #1: What opportunities are available in the Commonwealth or local communities that support healthy child growth and development?
A) Do they exist?
B) Do families have access to them both in terms of proximity and capacity?
C) Are they quality opportunities? [Secondary Sub-Question]
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Five Domains of Child Development	Shonkoff Area of Development	Indicator	Data Elements Required	Data Source	ISA Needed	Parental Consent Needed
Availability of Resources that Support Cognitive Development	Biological Adaptations or Disruptions	Public Schools	Child address, School name, School address	DOE	X	X
		Early education and care programs	Child address, Program name, Program address, Waitlist (Y/N)	EEC		X
Availability of Resources that support Social/Emotional Development	Caregiver and Community Capacities	Family Resource Centers	Child address, Center name, Center address	Currently Unknown		X
		Home-visiting Programs	Child address, Program name, Program address, Waitlist (Y/N)	DMH	X	X
		Farmer's Markets	Child address, Farmer's market name, Farmer's market address	Department of Agricultural Resources Federation of Mass Farmers Markets	X	X
		Playgrounds	Child address, Playground name, Playground address	Department of Conservation and Recreation MA Recreation and Park Association	X	X
		Parenting Education Programs	Child address, Program name, Program address, Waitlist (Y/N)	Currently Unknown		X
		Grocery Stores	Child address, grocery store name, grocery store address	Currently Unknown		X
		Parks and Recreation Facilities	Child address, Facility name, Facility address	Department of Conservation and Recreation MA Recreation and Park Association	X	X
		Public Transportation	Child address, Public Transit Location address	MBTA		X
		Child and Parent Mental Health Supports	Child address, Center name, Center address, Waitlist (Y/N)	DMH	X	X
		Availability of Resources that support Physical Development	Biological Adaptations or Disruptions	Pediatrician/Family Physician Offices	Child address, Pediatrician name, Pediatrician address	DPH
Dentist Offices	Child address, Dentist name, Dentist address			DPH	X	X
Neighborhood Health Centers	Child address, Center name, Center address			DPH	X	X
Libraries	Child address, Library name, library address			MA Libraries/MA Board of Library Commissioners	X	X
Availability of Resources that support Language and Literacy	Foundations of Healthy Development	Book Programs	Parent name, Book program name, Book program address	MA Libraries/MA Board of Library Commissioners	X	X
		Museums	Child address, Museum name, Museum address	Currently Unknown		X
Availability of Resources that support Approaches to Learning	Foundations of Healthy Development	Community Centers (i.e. YMCA, Boys & Girls Clubs, YWCA)	Child address, Community Center name, Community Center address	Currently Unknown		X
		College/Community Collaborations	Child address, Collaboration name, Collaboration address	DHE	X	X

APPENDIX Y

Priority Question #2: How are Massachusetts families and communities doing in supporting child well-being and success?

Indicator Category	Indicator	Data Elements Required	Data Source	ISA Needed
Maternal & Infant Health	Premature Births <i>Percentage of Live Births before 37 Weeks</i>	Number of Live Births before 37 Weeks, Total Number of Live Births	DPH	X
	Low Birth-Weight Infants <i>Percentage of Live Births Less than 2,500 grams</i>	Number of Live Births Less than 2,500 grams, Total Number of Live Births	DPH	X
	Infant Mortality <i>Rate of Infant Deaths per 1,000 Live Births (Include deaths due to neglect)</i>	Number of Infant Deaths; Number of Live Births	DPH	X
	Adequacy of Prenatal Care <i>Percentage of Mothers Receiving Less than Adequate Prenatal Care by Adequacy of</i>	Number of Mothers Receiving Less than Adequate Prenatal Care by the APNCU Index, Number of Live Births	DPH	X
	Breastfeeding Intention <i>Percentage of Women Not Intending to Breastfeed at Hospital Discharge</i>	Number of Women Not Intending to Breastfeed at Hospital Discharge, Number of Live Births	DPH	X
School Readiness	Smoking During Pregnancy <i>Percentage of Women who Reported Smoking During Pregnancy</i>	Number of Women who Reported Smoking During Pregnancy, Number of Live Births	DPH	X
	Asthma Hospitalizations <i>Rate of Child Asthma/Asthma Related Hospitalizations per 100,000 Children</i>	Number of Child Asthma Hospitalizations and Asthma-Related Hospitalizations, Total population of Children	DPH	X
	Early Intervention Enrollment <i>Percentage of Children Enrolled in Early Intervention</i>	Number of Children Enrolled in Early Intervention, Total Children Aged 0-3	DPH	X
	Children Waitlisted for an EEC Subsidized Child Care Slot <i>Percentage of Children Waitlisted for an EEC Subsidized Child Care Slot</i>	Number of Children Aged 0-12 Waitlisted for an EEC Subsidized Child Care Slot, Total Number of Children Aged 0-12	EEC	
	Poor School Attendance <i>Percentage of Children who Missed More than 11 Days of School per Year</i>	Number of Children who Missed More than 11 Days of School Per Year, Total Number of Children	DESE	X
Prevention of Child Injuries and Maltreatment	Child Maltreatment <i>Rate of Substantiated Child Maltreatment Reported per 1,000 Children</i>	Number of Substantiated Child Maltreatment Reports (for children aged 0-9), Total Number of Children Aged 0-9	DCF	X
	Unintentional Injury Hospitalizations <i>Rate of Inpatient Hospitalizations, Observation Stays, and Emergency Room Discharges</i>	Number of Inpatient Hospitalizations, Observation Stays, and Emergency Room Discharges Associated with Unintentional Injury, Number of Children	DPH	X
	Substance Use Disorder Hospital Admissions <i>Rate of Substance Use Disorder Admissions to DPH-funded Programs per 100,000 people</i>	Number of Substance Abuse Disorder Admissions to DPH-funded Programs; Total Massachusetts Population	DPH	X
	Children Aged 0-18 Living in Single Parent Households <i>Percentage of Children Aged 0-18 Living in Single Parent Households</i>	Number of Children Aged 0-18 Living with Single Male or Single Female Head of Household, Total Children Aged 0-18	DPH / US Census	X
	Infants Born to Mothers with Less than High School Education <i>Percentage of Births to Mothers with Less than High School Education</i>	Number of Births to Mothers with Less Than a High School Education, Total Number of Live Births	DPH	X
Parenting Stressors	Teen Births <i>Rate of Births to Females Aged 15-19 per the total Female Population Aged 15-19</i>	Number of Births to Females Aged 15-19, Total Females Aged 15-19	DPH	X

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Indicator Category	Indicator	Data Elements Required	Data Source	ISA Needed
Family Economic Self-Sufficiency	Poverty <i>Percentage of Residents Living at or below 100% of FPL</i>	Number of Residents Living At or Below 100% FPL, Total Number of Residents	US Census	
	Unemployment <i>Percentage of Unemployed Individuals in Labor Force</i>	Number of Unemployed Individuals in Labor Force, Total Massachusetts Population	EOLWD	X
	Mothers Giving Birth Receiving Publicly-Financed Health Care <i>Percentage of Women Giving Birth Receiving Publicly Financed Health Care</i>	Number of Women Giving Birth Receiving Publicly Financed Health Care (Medicaid, Healthy Start, Other Government Free Care), Total Live Births	DPH	X
	Homelessness <i>Percentage of Children whose Families are Homeless</i>	Number of homeless children, Total number of children	DHCD	X

APPENDIX Y

Priority Question #3: Are children meeting developmental milestones (including cognitive development, social and emotional development, physical development, language and literacy, and approaches to learning) at Birth, ages 3 - 5 and 3rd Grade? What are the gaps?

Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
Birth - 12 Months	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical/Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
3 Years Old	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X

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Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
3 Years Old	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X
4 Years Old	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical/ Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	ASQ Communication Score	Ages & Stages Questionnaire	X
	Physical Development	ASQ Gross Motor Score	Ages & Stages Questionnaire	X
	Cognitive/Physical Development	ASQ Fine Motor Score	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ Problem Solving Score	Ages & Stages Questionnaire	X
5 Years Old	Social & Emotional Development	ASQ Personal-Social Score	Ages & Stages Questionnaire	X

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Age	Five Domains of Child Development	Indicator	Data Source	Parental Consent Needed
5 Years Old	Physical Development	ASQ - Referral Primary Health Care Physician	Ages & Stages Questionnaire	X
	Physical / Social/Emotional Development	ASQ - Referral to Hearing, Vision, and/or Behavioral Screening	Ages & Stages Questionnaire	X
	Cognitive Development	ASQ - Referral to Early Intervention/Early Childhood Special Education	Ages & Stages Questionnaire	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Social & Emotional Development	Woodcock Johnson - Oral Expression	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Listening Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Written Expression	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Basic Reading Skills	Woodcock Johnson Tests of Achievement	X
3rd Grade (Age 8)	Language & Literacy	Woodcock Johnson - Reading Comprehension	Woodcock Johnson Tests of Achievement	X
	Language & Literacy	Woodcock Johnson - Reading Fluency	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Mathematics Calculation	Woodcock Johnson Tests of Achievement	X
	Cognitive Development	Woodcock Johnson - Mathematics Reasoning	Woodcock Johnson Tests of Achievement	X

APPENDIX Z



THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE OFFICE OF EDUCATION

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October 17, 2011

MEMORANDUM OF UNDERSTANDING

The Executive Office of Education for the Commonwealth of Massachusetts (EOE) welcomes the opportunity to collaborate with our partner, the Massachusetts Department of Early Education and Care (EEC), to effectively implement *Race to the Top – Early Learning Challenge* (RTT-ELC) initiatives over the next four years. The EOE works with the EEC and other state education agencies in the elementary, secondary, and postsecondary segments – the Department of Elementary and Secondary Education (ESE) and the Department of Higher Education (DHE) – to develop, coordinate, and implement the Commonwealth’s public education policies and provide high-quality educational services to children and youth across Massachusetts. It is with great pleasure that the EOE enters into this Memorandum of Understanding (MOU).

Proposed by Governor Deval Patrick and overwhelmingly supported by the state legislature, the EOE was established on March 10, 2008. As the Governor’s cabinet-level education office, the EOE leads legislative and policy initiatives in public education on his behalf. In addition, the EOE is responsible for creating a more coherent and aligned public education system, one that effectively supports all children and youth through every stage of their educational careers.

The RTT-ELC program provides an unprecedented opportunity for Massachusetts to expand and strengthen its system of early education and care by accelerating current initiatives and also implementing new and bold strategies. The EOE recognizes the critical need to improve coordination of statewide efforts to better serve our youngest citizens, especially children who need not only additional, but also targeted academic and developmental support. Through this MOU, we outline our planned joint efforts at creating a more comprehensive early learning and development system, especially for low-income families with young children from birth to age five.

It should be noted that this MOU is entered into by and between the EEC (“Lead Agency”) and the EOE (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities of the EOE with regard to supporting the implementation of Massachusetts’ RTT-ELC plan.

I. ASSURANCES

The EOE hereby certifies that it:

- 1) Agrees to be a Participating State Agency and will support the implementation of those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to actively support the implementation of, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
 - (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
 - (c) The Massachusetts tiered Quality Rating and Improvement System;
 - (d) Massachusetts' comprehensive workforce development strategies, including enhancing professional certification requirements, creating core competencies, and improving the state's career ladder;
 - (e) The Early Childhood Education Transfer Compact to facilitate the transfer of credits among institutes for higher education for students seeking early childhood education licensure;
 - (f) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
 - (g) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with Massachusetts' RTT-ELC grant application and is fully committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded, and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan

(including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting EEC in implementing the tasks and activities described in the State's RTT-ELC application, the EOE agrees to execute the following core functions.

- 1) As the Cabinet-level state education office responsible for overseeing the management and operation of the public education system in Massachusetts, the EOE will utilize its legal authority to oversee the implementation of the RTT-ELC initiatives if a grant is awarded, and will ensure that EEC (the Lead Agency) plus ESE and DHE (Participating State Agencies) fully execute their designated functions. In particular, the Secretary of Education will work with the Commissioners of EEC, ESE, and DHE as well as the Boards of these agencies to implement RTT-ELC initiatives effectively and with fidelity over the four years of the program.
- 2) The EOE will continue to oversee the implementation of pre-K and K-12 curriculum frameworks in English Language Arts and Mathematics.
- 3) The EOE will support the development of a comprehensive kindergarten entry assessment system by overseeing the activities of EEC and ESE and also ensuring effective collaboration between these two agencies over the four years of the RTT-ELC program.
- 4) The EOE will continue to serve as the coordinating state agency for the Readiness Centers Network, which includes six multipurpose and collaborative regional centers that are focused on improving the quality of instruction throughout the educational system, and it will ensure that all members of the Readiness Centers Network fulfill their responsibilities as described in Massachusetts' RTT-ELC application.
- 5) The EOE will work in partnership with EEC, ESE, and DHE to implement a strategic plan for educator preparation in Massachusetts and enhance the effectiveness of the early educator workforce.
- 6) As the state education agency responsible for managing and overseeing the collection, storage, and distribution of student and educator data, the EOE will ensure that EEC (and also ESE and DHE as appropriate) implement all data-related RTT-ELC initiatives effectively and with fidelity.

- 7) The EOE will work in partnership with EEC, ESE, and DHE to fully comply with all data and reporting requirements of the RTT-ELC program.

In addition, the EOE agrees to:

- 8) Implement the EOE Scope of Work as outlined above and identified in Exhibit I of this agreement;
- 9) Abide by the governance structure outlined in the State Plan;
- 10) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 11) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned or developed using Federal funds awarded under the RTT-ELC grant;
- 12) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- 13) Be responsive to State, ED, or HHS requests for project information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. EEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top-Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with the EOE to carry out the Scope of Work as described;
- 2) Provide feedback on the EOE’s status updates, any interim reports, and project plans and products;
- 3) Keep the EOE informed of the status of the State’s RTT-ELC grant project and seek input from the EOE through the governance structure outlined in the State Plan;
- 4) Facilitate coordination with the EOE as necessary to implement the State Plan; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The EEC and the EOE will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts will maintain frequent communication both between agencies to facilitate cooperation under this MOU, consistent with the State Plan and governance structure, and will also maintain frequent communication with ED and HHS to successfully implement RTT-ELC initiatives.
- 3) The EEC and the EOE will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The EEC and EOE personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the EOE, or when the EOE's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF FAILURE TO PERFORM

As the Cabinet-level state education office, the EOE will utilize its legal authority to ensure that the EOE; EEC, the Lead Agency; and ESE and DHE, both Participating State Agencies fully execute their designated functions and meet all goals, timelines, budget, and annual targets as applicable.

II. MODIFICATIONS


This MOU may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

III. DURATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

IV. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
Signature Date
Sherri Killens Commissioner
Print Name Title
10/17/11

Authorized Representative of Participating State Agency:


 10/19/11
Signature Date
Paul Roush, Secretary of Education
Print Name Title

EXHIBIT I – EXECUTIVE OFFICE OF EDUCATION SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(1)	EOE	Oversee the implementation of the pre-K and K-12 curriculum frameworks.
(D)(2)	Readiness Centers	EOE will serve as the coordinating agency for the Readiness Centers State Network. Readiness Centers will provide training in assessment tools aligned with the Massachusetts Kindergarten Entry Assessment.
	EOE	Will work in partnership with EEC, ESE, and DHE to implement a strategic plan for educator preparation.
(E)(1)	EOE	Support the development of a comprehensive kindergarten entry assessment system.
(E)(2)	EOE	EOE will ensure EEC implements all data-related RTTT-ELC initiatives effectively and with fidelity.



 Signature (Authorized Representative of Lead Agency) Date 10/17/11



 Signature (Authorized Representative of Participating State Agency) Date 10/17/11

APPENDIX AA

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION**

October 2011

MEMORANDUM OF UNDERSTANDING

The Massachusetts Department of Elementary and Secondary Education (ESE) welcomes the opportunity to collaborate with our partners at the Department of Early Education and Care (EEC). As the state agency responsible for public education K through grade 12 and adult basic education, we are pleased to enter into this Memorandum of Understanding.

The mission of the Massachusetts Board of Elementary and Secondary Education is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

In August 2010, Massachusetts was awarded a \$250 million federal Race to the Top grant over four years (through the 2013-14 school year) to implement strategies outlined in its proposal to increase educator effectiveness, turn around underperforming schools, and provide every educator with the curricular and instructional resources to ensure that all students are prepared for college and career. Massachusetts has made significant progress on many of the goals set forth in its application, and has set the groundwork for even more rapid implementation. Important accomplishments have been made in the following areas:

1. Building a workforce of effective educators
2. Providing curriculum and instruction resources
3. Preparing students for college and career
4. Using data to improve instruction
5. Turning around the lowest performing schools

ESE works closely with EEC to support the quality of services and supports for the Commonwealth's youngest citizens. Our collaboration is guided by a joint commitment to prepare all children for success in their early education and beyond. Our two agencies collaborate on numerous funding and policy initiatives. As an example, ESE and EEC work collaboratively to administer the special education IDEA, Part B - Section 619 grant for preschool students with disabilities. Our work together on this grant ensures that preschool children with disabilities have access to high quality services that support their development and learning and prepare them for a successful transition to kindergarten. Further, by adding preschool standards to the revised Massachusetts Curriculum Frameworks in English Language Arts and Literacy and Mathematics, which incorporate the Common Core State Standards, Massachusetts led the nation in its recognition of the importance of early childhood as a pivotal time to build a strong academic foundation for young children. ESE and EEC have partnered to roll out the preschool standards to public school preschools, community-based child care programs, Head Start programs, and family child care providers. We are also working together to ensure that professional development is well coordinated by our two agencies for early education and care programs and elementary schools.

The *Race to the Top-Early Learning Challenge* provides an unprecedented opportunity for Massachusetts to expand and strengthen its system of early education and care while building on the work underway through ESE's Race to the Top grant and other existing state resources and programs. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five.

It should be noted that this Memorandum of Understanding (“MOU”) is entered into by and between the Massachusetts Department of Early Education and Care (“Lead Agency”) and the Massachusetts Department of Elementary and Secondary Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the Commonwealth of Massachusetts in its implementation of an approved Race to the Top - Early Learning Challenge grant.

I. ASSURANCES

The ESE hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those agreed upon portions of the State Plan pertinent to ESE as indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infants and Toddlers and the Massachusetts Curriculum Frameworks (including for preschool and kindergarten);
 - (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
 - (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
 - (d) Massachusetts’ comprehensive approach to workforce development, including professional certification, core competencies, and the state’s career ladder;
 - (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
 - (f) The Early Childhood Education Transfer Compact to facilitate the transfer of credits among institutes of higher education for students seeking early childhood education licensure;
 - (g) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
 - (h) State recommended screening and formative assessment tools to assess children’s school readiness in kindergarten and track progress over time to inform teaching and learning.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU as they relate to ESE;

- 4) Is familiar with the State's Race to the Top - Early Learning Challenge grant application and is supportive of and committed to working on all portions applicable to ESE in the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe ESE's specific goals, activities, timelines, budget, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top - Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting EEC in implementing the tasks and activities described in the State's Race to the Top - Early Learning Challenge application, the ESE agrees to collaborate across three main areas:

1. Birth to Grade 3 Initiatives that include:

- The Massachusetts Kindergarten Entry Assessment System (MKEA) and a PK- grade 3 formative assessment system aligned with the Massachusetts curriculum frameworks, which incorporate the Common Core State Standards, and is consistent with ESE's PARCC K- grade 2 assessment work

Massachusetts is one of 24 states that have joined the Partnership for the Assessment of Readiness for College and Careers (PARCC). This consortium's goal is to create a common assessment system that serves and supports students from kindergarten through high school while building a pathway for college and career readiness. Under the direction of Commissioner Chester, chair of the PARCC governing board, the consortium has begun work in creating a K-2 assessment. The PARCC K-2 assessment work will be coordinated with that of the RTTT- ELC grant.

- Birth to Grade 3 Framework

The two agencies have jointly developed a birth to grade 3 framework that is built on the assumption that children's development and learning potential will be maximized if their early learning experiences are aligned and connected and that their families are engaged and supported. This framework provides the agencies with opportunities to work together on areas such as the alignment of curriculum, instruction, assessment, family, and community engagement as well as leadership and professional development. Within this framework, the agencies strive to create common language, common understandings, and aligned supports and services from birth through grade 3 to maximize a child's development and learning and to strengthen his or her potential for academic success.

2. Wraparound Zones: Assist in expanding the work of ESE's RTTT wraparound zones to include programs for children from birth through age five.

ESE's RTTT Wraparound Zone Initiative is designed to support districts and schools in building their capacity to address students' non-academic needs that affect learning. One goal of the wraparound zone is to help districts and schools identify students who have needs that challenge their ability to be available and engaged in learning and to help schools build their internal capacity to address these needs. A second goal of the wraparound zone is to assist districts and schools in building external partnerships with community-based programs that can help to address many of the non-academic needs of students. Overall, the work of the wraparound zone is intended to address students' non-academic needs and to support schools in creating school-wide and classroom climates and cultures that promote positive social, emotional, physical, and intellectual health and growth for all students.

Early childhood providers are an important part of the wraparound model. Collaboration between ESE and EEC will allow the state to build a wraparound model that addresses children's social-emotional development and physical health in the earliest years. In addition to including supports at the early childhood program level and community partnerships for addressing children's social-emotional and physical health, an early childhood wraparound model recognizes the important role families have in supporting their child's development. This early childhood wraparound model strives to build family support and engagement strategies into the work that local programs and schools implement in addressing a child's overall healthy development with the recognition that families are the strongest partners in this important work.

3. P-20 Unified Data System

Massachusetts has recognized that the goal of having a robust PK- grade 3 system is to support the positive development and learning of young children. Measuring our progress towards realizing this goal cannot be done without strong data systems. As a result, ESE and EEC, in collaboration with the Department of Higher Education and the Executive Office of Education, are working closely to develop a P-20 data system. This system will allow us to measure children's progress over time to understand the impact of our efforts on their academic success as well our success in setting them on a path to becoming lifelong learners.

Lastly, ESE agrees to:

- 1) Implement the ESE Scope of Work as outlined above and identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by any ESE budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to a Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned or developed using Federal funds awarded under the RTT- ELC grant;

- 6) Participate, as requested, in applicable evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws.

B. EEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top - Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with, and support ESE in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top - Early Learning Challenge grant funds designated for ESE in the State Plan during the course of the project period and in accordance with the ESE's Scope of Work, as identified above, and in accordance with ESE's budget, as identified in section VIII of the State's application;
- 3) Provide feedback on ESE's status updates, any interim reports, and project plans and products;
- 4) Keep ESE informed of the status of the State's Race to the Top - Early Learning Challenge grant project and seek input from ESE, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with ESE as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The EEC and ESE will each appoint a key contact person for the Race to the Top - Early Learning Challenge grant.
- 2) These key contacts from EEC and ESE will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) The EEC and ESE will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The EEC and ESE personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top - Early Learning Challenge grant, including when the State Plan requires modifications that affect the ESE, or when ESE's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the EEC determines that the ESE is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the EEC will take appropriate action, which could include initiating a collaborative process by which to attempt to resolve the differences between the EEC and ESE or initiating such measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


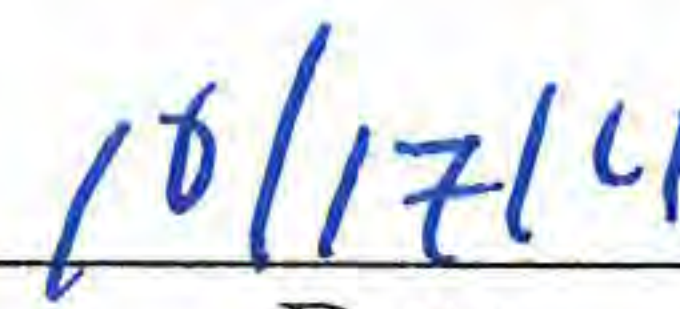
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top - Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top - Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

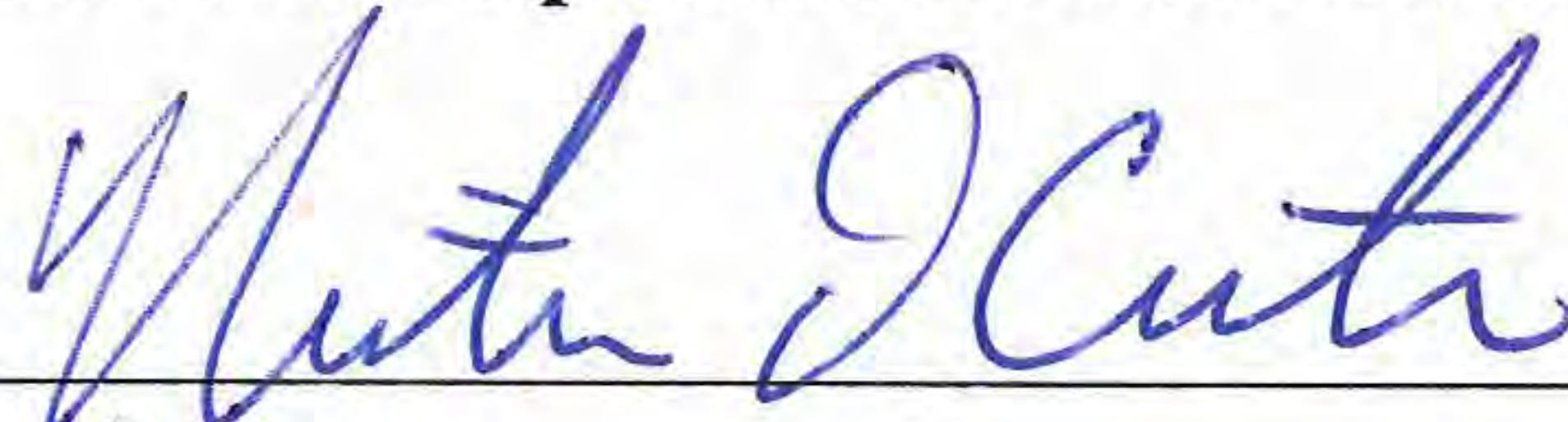




Signature Date

Sherri Killins, Ed.D. Commissioner of Early Education and Care

Title

Authorized Representative of Participating State Agency:

Signature Date

Mitchell D. Chester, Ed.D. Commissioner of Elementary and Secondary Education

Title

APPENDIX BB



Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

TEL (617) 994-6950
FAX (617) 727-0955
WEB www.mass.edu

Richard M. Freeland, *Commissioner*
Charles F. Desmond, *Chairman*
Massachusetts Board of Higher Education

October 13, 2011

MEMORANDUM OF UNDERSTANDING

The Department of Higher Education (DHE) welcomes the opportunity to collaborate with our partners at the Department of Early Education and Care (EEC). It is with great pleasure that we enter into this Memorandum of Understanding.

The Massachusetts Department of Higher Education is the staff to the Board of Higher Education, responsible for executing the Board's policies and day-to-day operations. The Board of Higher Education works to create and maintain a system of public higher education which provides Massachusetts citizens with the opportunity to participate in academic and educational programs for their personal betterment and growth; to contribute to the area's existing base of research and knowledge; and to contribute to the Commonwealth's future economic growth and development. The Board of Higher Education coordinates its activities within the framework of an integrated public education system extending from early childhood through the university level. As the state agency responsible for approval of new academic degrees, the Board plays an important role in helping to assure the quality of educator preparation programs, including programs that prepare early childhood educators.

The *Race to the Top-Early Learning Challenge* provides an unprecedented opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. DHE recognizes the critical need to advance coordination of statewide efforts to facilitate the development of high quality early childhood educator programs and pathways. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five.

It should be noted that this Memorandum of Understanding ("MOU") is entered into by and between the Massachusetts Department of Early Education and Care, EEC ("Lead Agency") and the Department of Higher Education, DHE ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the Commonwealth of Massachusetts in its implementation of an approved Race to the Top-Early Learning Challenge grant.

I. ASSURANCES

The DHE hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable to the DHE and consistent with the State Plan and Exhibit I:

- (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
- (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
- (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
- (d) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
- (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
- (f) The Early Childhood Education Transfer Compact (ECE) to facilitate the transfer of credits among institutes for higher education for students seeking early childhood education licensure;
- (g) Consistent with Federal and State laws, including privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
- (h) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.

3) Has all requisite power and authority to execute and fulfill the terms of this MOU as they apply to the Department of Higher Education;

4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and

6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting EEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge application, DHE agrees to collaborate to advance coordination of statewide efforts to facilitate the development of high quality early childhood educator programs and pathways.

The following describes the scope of work in greater detail:

1. In support of DHE's efforts to simplify articulation and transfer, EEC will fund DHE to hire a half-time specialist for FY 2012. This position will be dedicated to implementing the ECE Transfer Compact and advancing the recommendations of the IHE study and those of the Workforce Development Task force.

2. DHE will work together with EEC to explore effective approaches to address the needs of students who are English language learners.
3. DHE will work with EEC to facilitate the accessibility to early childhood educators across the state to credit bearing online courses developed with the support of EEC that address language acquisition and literacy in children from birth to age 8.
4. DHE will continue its collaboration with EEC on the successful implementation of the ECE Scholarship program. Our next focus will be working with EEC in utilizing the PQ Registry to help assess the extent to which recipients are honoring their commitment to stay in the field.
5. DHE will work with EEC to arrange meetings between members of both agency boards to discuss mutual policy concerns and better align work across the two agencies.

Lastly, DHE agrees to the following where applicable to the DHE:

- 1) Implement the DHE Scope of Work as outlined above and identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by DHE budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”), subject to the availability of funding;
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all relevant, non-proprietary products and lessons learned or developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including privacy laws.

B. EEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top-Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with, and support DHE in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for DHE in the State Plan during the course of the project period and in accordance with the DHE’s Scope of Work, as identified above, and in accordance with DHE’s budget, as identified in section VIII of the State’s application;
- 3) Provide feedback on DHE’s status updates, any interim reports, and project plans and products;
- 4) Keep DHE informed of the status of the State’s Race to the Top-Early Learning Challenge grant project and seek input from DHE, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with DHE as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The DEEC and DHE will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from EEC and DHE will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) The EEC and DHE will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The EEC and DHE personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the DHE, or when DHE's Scope of Work requires modifications.

D. STATE RECOURSE

Given the nature of collaboration between EEC and DHE outlined in this MOU, specific timelines, budget, and/or annual targets have not been set that would prevent EEC from fulfilling the goals outlined in the Race to the Top-Early Learning Challenge application. Enforcement over DHE in any manner is not needed nor established. This authority resides with the Governor and Executive Office of Education. EEC and DHE do commit themselves to working together to resolve any disputes that may emerge and are related to their shared goals.

III. MODIFICATIONS

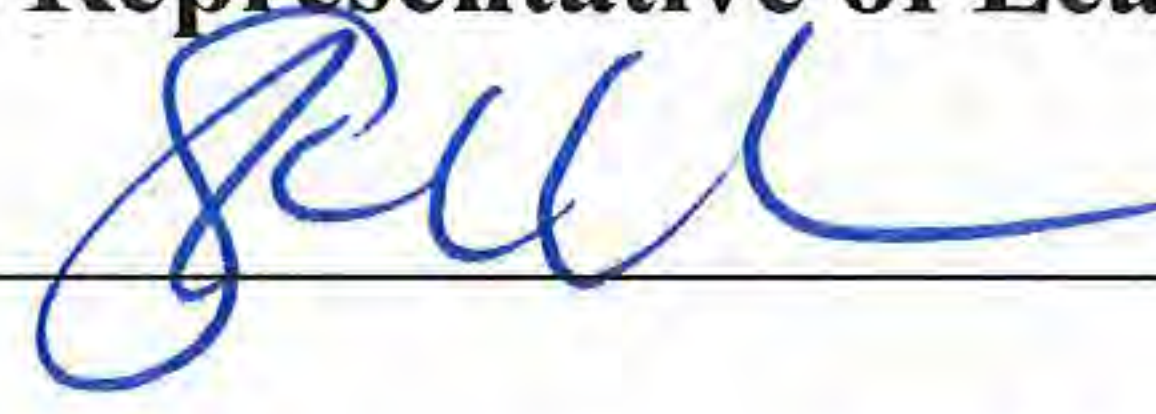
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

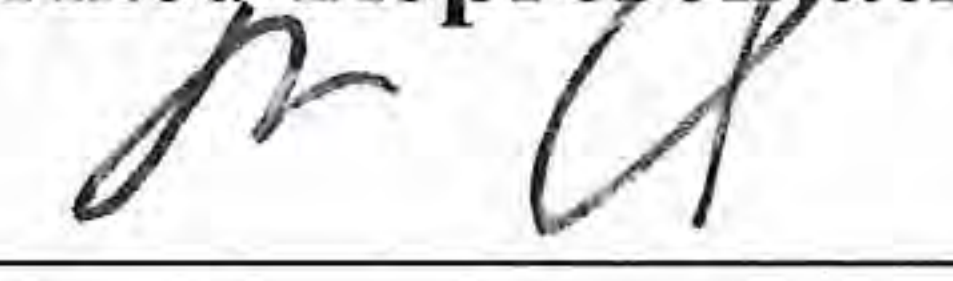
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature  Date 10/17/11

Print Name Sherri Kullins Title Commissioner

Authorized Representative of Participating State Agency:

Signature  Date 10/17/11

Print Name Richard M. Freeland Title Commissioner

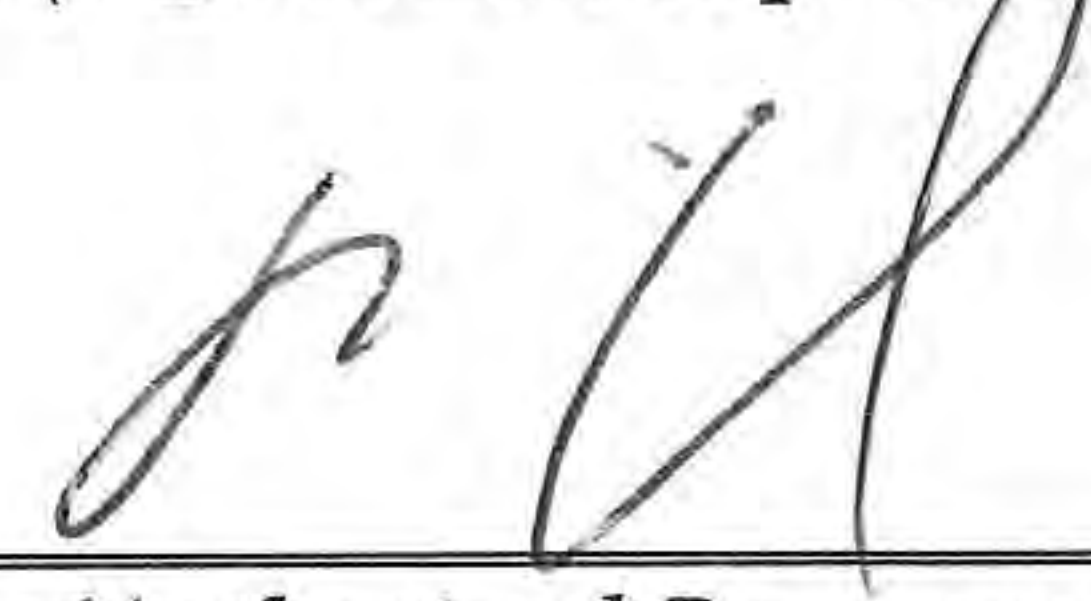
EXHIBIT I – DEPARTMENT OF HIGHER EDUCATION SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(D)(2)	DHE	A half-time specialist will be committed to implementing the early educator transfer compact and advancing the recommendations of the IHE study and Workforce Development Taskforce.
	DHE	EEC and DHE will collaborate to explore effective approaches to meeting the needs of English language learners.
	DHE	EEC and DHE will collaborate to facilitate the accessibility to early educators across the state to credit bearing online courses.
	DHE	EEC and DHE will continue to collaborate on the successful implementation of the ECE Scholarship program.
	DHE	DHE will work with EEC to arrange meetings between members of both agency boards to discuss mutual policy concerns and better align work across the two agencies.



 Signature (*Authorized Representative of Lead Agency*) 10/17/14
Date



 Signature (*Authorized Representative of Participating State Agency*) 10/17/2011
Date

APPENDIX CC



October 14, 2011

MEMORANDUM OF UNDERSTANDING

The Massachusetts Governor has designated the Board of the Department of Early Education and Care (EEC) to serve as the Massachusetts State Advisory Council (SAC) since its required goals, functions and recommended membership closely parallel that required of the SAC. As the state agency responsible for advancing the development of an increasingly comprehensive early childhood system of services grounded in four key areas: early education and care; health, including oral and mental health; family services and supports; and early intervention programs for young children, it is with great pleasure that we provide this Memorandum of Understanding.

Mandated by the Reauthorization Head Start Act for School Readiness Act of 2007, the SAC is responsible for leading the development or enhancement of a high-quality, comprehensive system of early childhood development and care that ensures statewide coordination and collaboration among the range of programs and services in the State. The responsibilities of the SAC are carried out through the functions and activities related to: Needs Assessment, Early Education and Care Cooperation and Collaboration, Early Education and Care Enrollment and Outreach, Unified Data Systems Development, Quality Improvement in Early Education and Care, Early Education and Care Professional Development, Early Education Higher Workforce Preparation Partnership and Early Learning Standards

The *Race to the Top-Early Learning Challenge* provides an unprecedented opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. The SAC recognizes the critical need to improve coordination of statewide efforts to enhance early education and care program quality, prepare a competent early education and care workforce, and to establish a state-wide early childhood information system to support children and families in a timely and effective manner. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five.

It should be noted that this Memorandum of Understanding (“MOU”) is entered into by and between the Massachusetts Department of Early Education and Care, EEC (“Lead Agency”) and the Massachusetts State Advisory Council, SAC, (Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant.

I. ASSURANCES

The SAC hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

- (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
- (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
- (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
- (d) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
- (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
- (f) The Early Childhood Education Transfer Compact to facilitate the transfer of credits among institutes for higher education for students seeking early childhood education licensure;
- (g) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
- (h) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting EEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the SAC agrees to collaborate across 3 main areas:

- (1) Enhance early education and care program quality,
- (2) Prepare competent and effective early education and care workforce,
- (3) and develop and establish an Early Childhood Information System (ECIS).

- 1. Enhance early education and care program quality**
 - Support birth to age eight activities, with a focus on children birth to age five, in often underfunded communities that also have a great need for resources; such as rural communities
 - Provide technical assistance for communities and fiscal support for development of B-8 local strategic plans anchored in local data on child and family needs
 - Design and implement a formal needs assessment to identify the needs of young children, with a special focus on multi-risk infants and toddlers.

- 2. Massachusetts SAC Needs Assessment**
 - Conduct survey to improve understanding of the needs of young children birth to 8 and the quality and availability of early childhood education programs and services.
 - Strengthen support for parents by leveraging information gained from needs assessment in three areas: access to programs and services; need for resources to support child development; and child development and school readiness.
 - Provide training and professional development aimed at improving early educators' knowledge and skills in areas, determined through the survey, to be important drivers of quality, and of greatest importance to the stability of the workforce.

- 3. Prepare a competent and effective workforce**
 - Utilize the information gathered by the IHE Mapping Project as a resource and reference tool for educators and providers in the field, especially for those working with educators and providers to develop Individualized Professional Development Plans
 - Work to provide the basis for identifying a common set of courses across institutions that address core knowledge and updating policies and procedures related to transfer and articulation
 - Align Massachusetts, NAEYC, and Head Start standards for teacher qualifications
 - Make professional development opportunities in other languages more available across the state. All continuing EPS grantees will provide professional development opportunities in other languages during the next fiscal year

- 4. Develop and establish an Early Childhood Information System (ECIS)**
 - Establish an agreement on the functionality of the ECIS, taking into consideration (a) input from the first two days of the Strategic Planning Institute and (b) the unique benefits and challenges represented by each agency and provider
 - Establish an agreement around the development of unique identifiers across Massachusetts state agency data systems
 - Identify needed fields of data to be shared in the ECIS
 - Advance data sharing across state agencies through creation of Interagency Service Agreements (ISAs)
 - Identify solutions to uphold privacy requirements of HIPAA and FERPA
 - Identify a data sharing process specific to young vulnerable children that allows coordinated case management and supports cross-agency service delivery to the child and family
 - Identify strategies for communicating information about the ECIS to families and communities.

Lastly, the SAC agrees to:

- 1) Implement the SAC Scope of Work as outline above and identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the SAC's budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. EEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with, and support SAC in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the SAC in the State Plan during the course of the project period and in accordance with the SAC's Scope of Work, as identified above, and in accordance with the SAC's budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the SAC's status updates, any interim reports, and project plans and products;
- 4) Keep the SAC informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the SAC, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with the SAC as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The DEEC and the SAC will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from The EEC and the SAC will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) The EEC and the SAC will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The EEC and the SAC personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the SAC, or when the SAC's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the EEC determines that the SAC is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the EEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to

EXHIBIT I – STATE ADVISORY COUNCIL SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

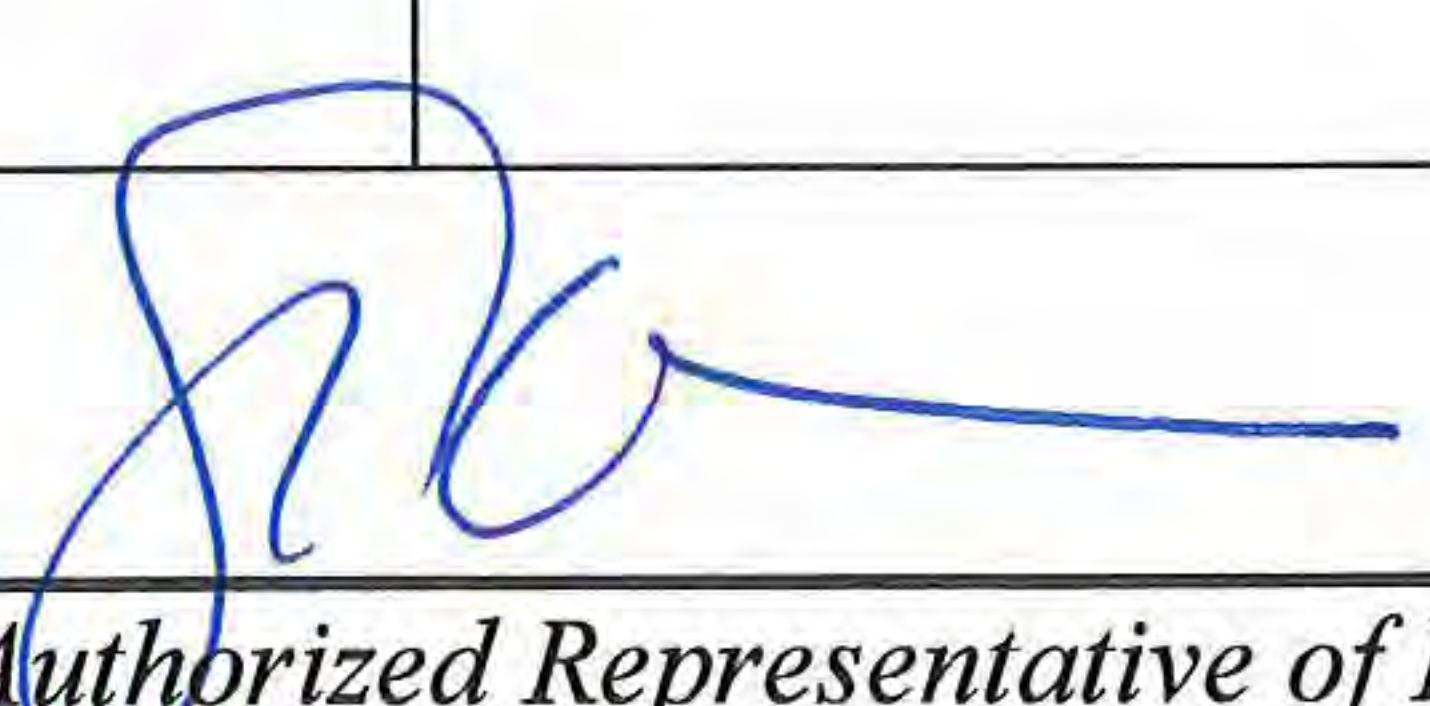
Selection Criterion	Participating Party	Type of Participation
(C)(2)	EEC/SAC	Design and implement a formal needs assessment to identify the needs of young children.
	EEC/SAC	Conduct survey to improve understanding of the needs of young children birth to 8
	EEC/SAC	Strengthen support for parents by leveraging information gained from needs assessment.
	EEC/SAC	Provide training and professional development aimed at improving early educators’ knowledge and skills
(D)(2)	EEC/SAC	Provide technical assistance for communities and fiscal support for development of B-8 local strategic plans.
	EEC/SAC	Utilize the information gathered by the IHE Mapping Project as a resource and reference tool for educators and providers in the field.
	EEC/SAC	Update policies and procedures related to transfer and articulation.
	EEC/SAC	Align Massachusetts, NAEYC, and Head Start standards for teacher qualifications. Make professional development opportunities in other languages more available.
(E)(2)	EEC/SAC	Establish an agreement on the functionality of the ECIS.
	EEC/SAC	Establish an agreement around the development of unique identifiers.
Invitational Priority #4	EEC/SAC	Support birth to age eight activities, with a focus on children birth to age five, in often underfunded communities.

Signature (Authorized Representative of Lead Agency)

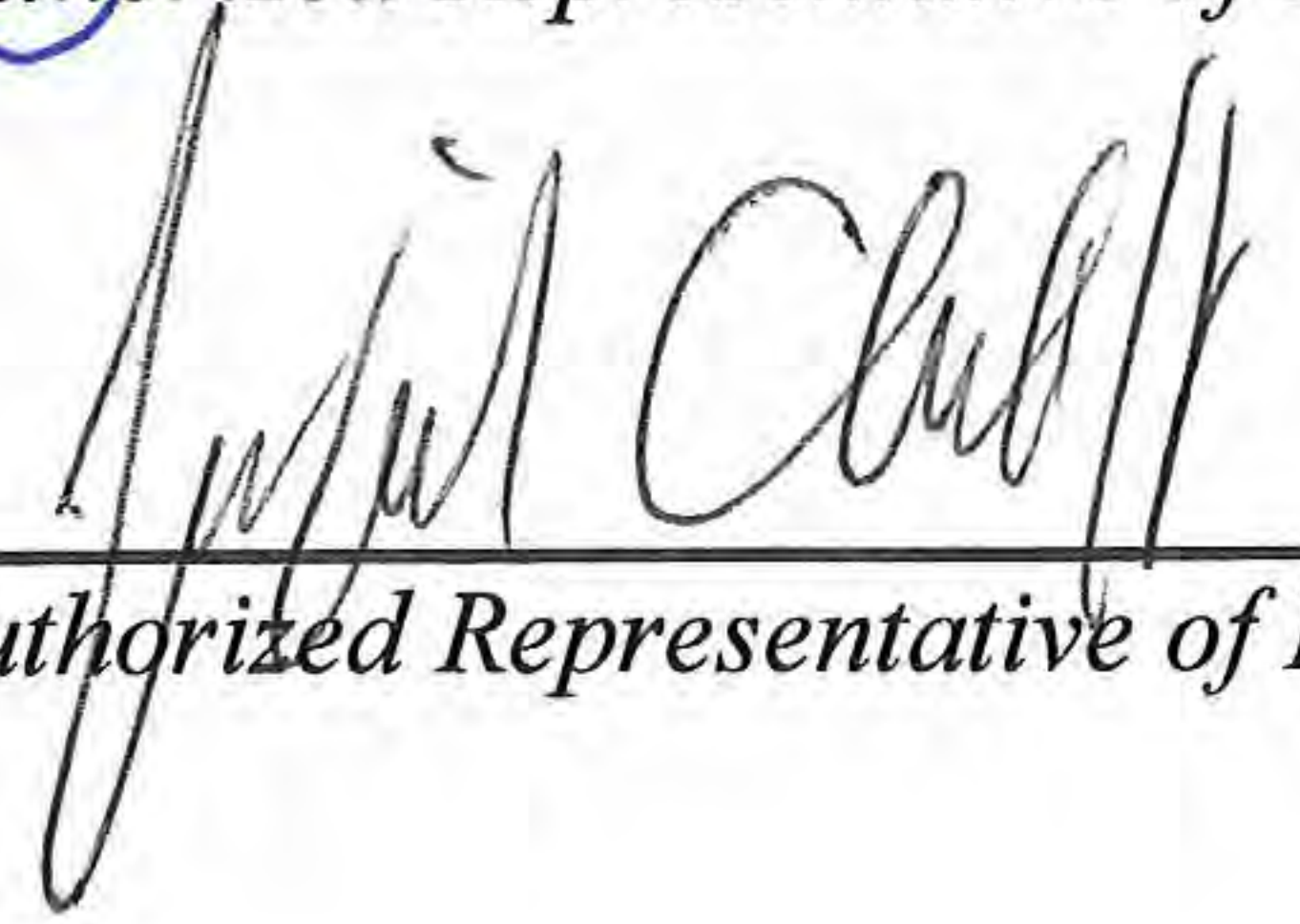
Date

Signature (Authorized Representative of Participating State Agency)

Date



10/17/11



10/17/11

APPENDIX DD



October 13, 2011

MEMORANDUM OF UNDERSTANDING

The Massachusetts Head Start State Collaboration Office (HSSCO), a formal component of the Department of Early Education and Care (EEC) welcomes the opportunity to collaborate in support for the Commonwealth's youngest citizens, focusing on those highest in need. As the state agency responsible for focusing on state level interagency collaboration and facilitating service coordination for Head Start and Early Head Start programs, it is with great pleasure that we provide this Memorandum of Understanding.

Head Start and Early Head Start promotes school readiness for children, birth to five, in low-income families by offering educational, nutritional, health, social and other services. Collaboration on behalf of children and families is one of Head Start's highest priorities. HSSCO's partnership mission and responsibilities to support the work of Head Start and Early Head Start include: (1) assist in building early childhood systems and access to comprehensive services and support for all low-income children; (2) encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives; and to augment Head Start's capacity to be a partner in State initiatives on behalf of children and their families; and (3) facilitate the involvement of Head Start in State policies, plans, processes, and decisions affecting the Head Start target population and other low-income families (Early Childhood Learning and Knowledge Center ECLKC).

The *Race to the Top-Early Learning Challenge* provides an unprecedented opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. HSSCO recognizes the critical need to improve coordination of statewide efforts to support successful transitions and school readiness for young children, provide professional development opportunities for Head Start's diverse staff, enhance the state's child care and early childhood systems, and providing diverse families with comprehensive services and resources. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five.

It should be noted that this Memorandum of Understanding ("MOU") is entered into by and between the Massachusetts Department of Early Education and Care, EEC ("Lead Agency") and the [Massachusetts Head Start State Collaboration Office, HSSCO (Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant.

I. ASSURANCES

The HSSCO hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);

- (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
- (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
- (d) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
- (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
- (f) The Early Childhood Education Transfer Compact to facilitate the transfer of credits among institutes for higher education for students seeking early childhood education licensure;
- (g) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
- (h) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting EEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the HSSCO agrees to collaborate across 4 main areas: (1) successful transitions and school readiness for young children, (2) provide professional development opportunities for Head Start's diverse staff, (3) enhance the state's child care and early childhood systems, (4) and provide diverse families with comprehensive services and resources.

1. Successful transitions and School Readiness for young children

- Support meaningful implementation of Head Start and public school Memorandums of Agreement (MOA) Share Training and Technical Assistance(T/TA) resources on development

for curriculum, professional development, assessment and family engagement alignment, which will also work to support children's school transition

- Align the Head Start Child Development and Early Learning Framework, Guidelines for Preschool Learning Experiences, and MA Common Core Standards
- Continue to encourage as included in QRIS the use of evidence based formative assessment that can be used in the mixed delivery system of early childhood education birth to 5, to measure child growth and link to the states common metric for kindergarten entry
- Participate as appropriate in the design of a common metric for the Kindergarten Entry Assessment

2. Provide professional development opportunities for Head Start's diverse staff

- Strengthen statewide transferability policy of credits across Institutions of Higher Education (IHEs) programs
- Increase partnership with Office of Head Start national centers
- Increase diverse language professional development opportunities for educators
- Develop mechanisms to support Head Start Dual Language Learner (DLL) educators to navigate EEC and other state level scholarships and educational opportunities

3. Enhance the state's child care and early childhood systems

- Support the inclusion of all head start programs in the Quality Rating and Improvement System (QRIS), including both Head Start programs that offer center-based and family child care options
- Integrate Head Start existing data and establish data sharing standards for the development of the state Early Childhood Information System (ECIS) based on parental consent
- Ensure parent consent for all information and data collection of children, aligning with Head Start approach and in alignment with the state Early Childhood Information System

4. Provide diverse families with comprehensive services and resources

- Collaborate with and support state's oral health initiatives to ensure Head Start programs and Childcare programs, families and children are involved in developing oral health activities
- Increase awareness between Department of Housing and Community Development (DCHD) and Head Start programs to ensure quality services for children who are homeless
- Increase statewide awareness and support for families and young children in military families
- Support work with state initiatives working to improving physical and mental health of young children and families, including the Federal Maternal, Infant, and Early Childhood Home Visiting Program
- Support the state development of English Language Development Standards
- Work with EEC to distribute materials and resources in multiple languages through Head Start programs, including brochures on child development and early learning standards, to better engage parents and families who do not speak English as a first language
- Continue to collaborate and partner with Office of Refugee and Immigrants to support local initiatives related to early childhood education
- Support the replication of the Financial Literacy Initiative in non head start programs through the Community Family Engagement programs across the state as appropriate

Lastly, the HSSCO agrees to:

- 1) Implement the HSSCO Scope of Work as outline above and identified in the Exhibit I of this agreement;

- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the HSSCOs budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Participate in the State Advisory Committee as
- 6) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 7) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 8) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. EEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State’s Race to the Top-Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with, and support HSSCO in carrying out the Scope of Work as described;
- 2) Provide feedback on the HSSCO’s status updates, any interim reports, and project plans and products;
- 3) Keep the HSSCO informed of the status of the State’s Race to the Top-Early Learning Challenge grant project and seek input from the HSSCO, where applicable, through the governance structure outlined in the State Plan;
- 4) Facilitate coordination with HSSCO as necessary to implement the State Plan; and
- 5) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The DEEC and the HSSCO will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from The EEC and the HSSCO will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) The EEC and the HSSCO will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The EEC and the HSSCO personnel will negotiate in good faith toward achieving the overall goals of the State’s Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the HSSCO, or when HSSCO’s Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY’S FAILURE TO PERFORM

If the EEC determines that the HSSCO is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the EEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the EEC and HSSCO or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.


V. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
Signature Date

Sherrill Killins Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

 10/17/11
Signature Date

Sherrill Killins, Ed.D

MA Head Start State Collaboration Director

EXHIBIT I – HEAD START STATE COLLABORATION OFFICE SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<ul style="list-style-type: none"> Head Start programs 	Monitor and support Quality Rating and Improvement System (QRIS) participation for Head Start programs
(C)(1)	EEC and SAC	Align the Head Start Child Development and Early Learning Framework with state standards
(C)(2)	EEC and SAC	Support design and development of a formative and summative assessment
(C)(4)	<ul style="list-style-type: none"> Head Start programs 	Collaborate with and support state’s oral health initiatives to
	EEC and SAC	crease statewide awareness and support for families and young children in military families
	EEC and SAC	Support work with state initiatives working to improving physical and mental health of young children and families, including MIECHV
(D)(2)	EEC and SAC	Provide technical assistance on curriculum development, professional development and family engagement alignment.
	EEC and SAC	Increase diverse language professional development opportunities for educators
	EEC and SAC	Develop mechanisms to support Head Start Dual Language Learners at higher education
(E)(2)	EEC and SAC	Use data from QRIS and Professional Qualifications Registry (PQ Registry)
	<ul style="list-style-type: none"> Head Start programs 	Integrate Head Start existing data and establish data sharing standards for the development of the state ECIS
	<ul style="list-style-type: none"> Head Start programs 	Ensure parent consent for all information and data collection of children, aligning with Head Start approach
Invitational Priority #4	<ul style="list-style-type: none"> Head Start programs Public schools 	Support meaningful transitions between Head Start programs and public schools.

Signature (*Authorized Representative of Lead Agency*)

10/11/17
Date

Signature (*Authorized Representative of Participating State Agency*)

10/11/17
Date

APPENDIX EE



Children's Trust Fund

STRENGTHENING FAMILIES • PREVENTING CHILD ABUSE

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Boston, Massachusetts 02108
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617-727-8997 fax
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ARBOR Associates, Inc.
TREASURER
Samuel S. Mullin, Esq.
Robinson & Cole

October 12, 2011

MEMORANDUM OF UNDERSTANDING

The Children's Trust Fund (CTF) welcomes the opportunity to collaborate with our partners at the Department of Early Education and Care (EEC). As the state agency responsible for the CAPTA Title 2 Community Based Child Abuse Prevention funding in Massachusetts, it is with great pleasure that we provide this Memorandum of Understanding.

CTF has a long history of working to help families create healthy, nurturing environments for children. The organization funds over 100 family support and parenting education programs in communities across the Commonwealth and offers a variety of training and technical assistance opportunities for professionals working with young children.

The Race to the Top-Early Learning Challenge grant project presents a wonderful opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. CTF recognizes the critical need for increased coordination of statewide efforts to prevent child abuse and neglect by supporting and strengthening families and delivering critical health, development, early learning, school readiness, and family support services. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five.

We look forward to hearing that the federal DOE and HRSA have approved the funding application for this program, which will benefit vulnerable families with young children across the Commonwealth and will assist us in meeting our own mission of improving outcomes and developing high-quality standards and systems through a community-based approach.

It should be noted that this Memorandum of Understanding ("MOU") is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC ("Lead Agency") and the Children's Trust Fund ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

EXECUTIVE DIRECTOR
Suzin Bartley, LICSV

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MassGeneral for Children at North Shore Medical Center
Michael Bergan, Exec. V.P., Public Affairs
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Shawmut Design & Construction
Claudine A. Donikian, JD
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Herby Duverné, Deputy Director
Aviation Security, Massport
Tomeeka Farrington, Principal
Spotlight Communications
The Honorable Gail Garinger, Child Advocate
Office of the Child Advocate
Susan Getman, Senior Director
Casey Family Programs
Julia E. Kehoe, Commissioner
Dept. of Transitional Assistance
William Kennedy, Esq.
Nutter McClennen & Fish LLP
Dr. Sherri Killins, Commissioner
Dept. of Early Education & Care
Barbara Leadholm, Commissioner
Dept. of Mental Health
Mary Kay Leonard, President & CEO
Initiative for a Competitive Inner City
Richard Lord, President & CEO
Associated Industries of Massachusetts
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MA Convention Center Authority
Donalda Silva
Fall River, MA
William F. Solfisburg, President & CEO
Alliance Resource Group
Paula S. Stahl, Ed.D., Executive Director
Children's Charter, a Division of Key, Inc.
Jane Tewksbury, Commissioner
Dept. of Youth Services
Martha A. Walsh
MEFA

I. ASSURANCES

The CTF hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
 - (b) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
 - (c) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
 - (d) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
 - (e) The Early Childhood Education Transfer Compact to facilitate the transfer of credits among institutes for higher education for students seeking early childhood education licensure;
 - (f) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the MDEEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the CTF agrees to collaborate across four main areas: 1) Maternal, Infant, and Early Childhood Home Visiting (MIECHV); 2) Strengthening Families; 3) Joint Professional Development; and 4) Local level coordination of family support programming. The following describes the scope of work in greater detail:

1. Continued shared governance, oversight and implementation of MIECHV program in MA.
2. Continue to provide linkages to EEC funded early childcare via the Healthy Families program for first time teen parents 20 and under funded by CTF and viable in every community in the Commonwealth.

3. Continue to partner with EEC in integrating the Strengthening Families model and the Strengthening Families self assessment into service provision in MA. Determine methods to take the 5 protective factors and build them into the state system both in terms of services provided and the manner in which we provide them (use internally and externally.)
4. Continue and expand Joint Professional Development at the local level for family support professionals (CFCEs, Family Resource Centers, DCF Family Networks) including use of CTF training network and database (and EEC's Educator Provider Support grantees to work to get credit for courses) as funding and capacity permits. Specific examples include:
 - i. family engagement issues so that providers can better come to see themselves as partners with parents,
 - ii. CSEFEL as it is much like the Healthy Families core training model – especially the reflective supervision
 - iii. ASQ/ ASQSE that is used throughout the Healthy Families program.
 - iv. Other training opportunities such as: Shaken Baby, Fatherhood, Talking about Touching, Parent Cafes, annual View From All Sides Conference.
5. Evaluation/Data Sharing
 - a. Support the development of the Early Childhood Information System (ECIS) and Parent Consent
 - b. Adapt, to the extent possible, the existing Healthy Families Participant Data system to collect information that could benefit EEC/ Early Education System Development.
 - c. Examine methods to leverage EEC, CTF and DCF funding for maximal benefit.
 - d. Perform and share the results of a longitudinal investigation of Healthy Family Massachusetts (HFM) that will address a) long-term follow-up of the goals of HFM, b) aspects of the intervening and current family and community context that mediate and moderate the long-term effects of HFM participation and c) effects of HFM related to MIECHV goals for families during the early childhood period. It is critical to assess aspects of the intervening family and community environments (e.g., parenting, child care/preschool, neighborhood) in order to understand whether or how characteristics of the settings may nullify, maintain, or amplify the promise of earlier prevention programs. The evaluation will examine both program implementation and impact and contextualizes HFM program implementation and impact in the communities in which they are embedded. The study will provide information about services, other than HFM, that mothers engaged in and received, in both the HFM and control groups, thus allowing key information about how families intersect with systems of care from pregnancy into early childhood.
 - e. Develop, with an outside evaluator, a cross agency evaluation system for family support programs using the 5 tier approach.

Lastly, CTF agrees to:

- 1) Implement the CTF Scope of Work as outline above and identified in the Exhibit I of this agreement;

- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by CTF's budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. MDEEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the MDEEC will:

- 1) Work collaboratively with, and support CTF in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for CTF in the State Plan during the course of the project period and in accordance with the CTF's Scope of Work, as identified above, and in accordance with CT's budget, as identified in section VIII of the State's application;
- 3) Provide feedback on CTF's status updates, any interim reports, and project plans and products;
- 4) Keep CTF informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from CTF, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with CTF as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The MDEEC and CTF will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from The MDEEC and CTF will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) The MDEEC and CTF will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The MDEEC and CTF personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the CTF, or when CTF's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the MDEEC determines that the CTF is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the MDEEC will work with CTF to resolve these issues.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Sherri Killini 10/12/11
Signature Date

Sherri Killini Commissioner, Mass Department of Early Education and Care

Authorized Representative of Participating State Agency:

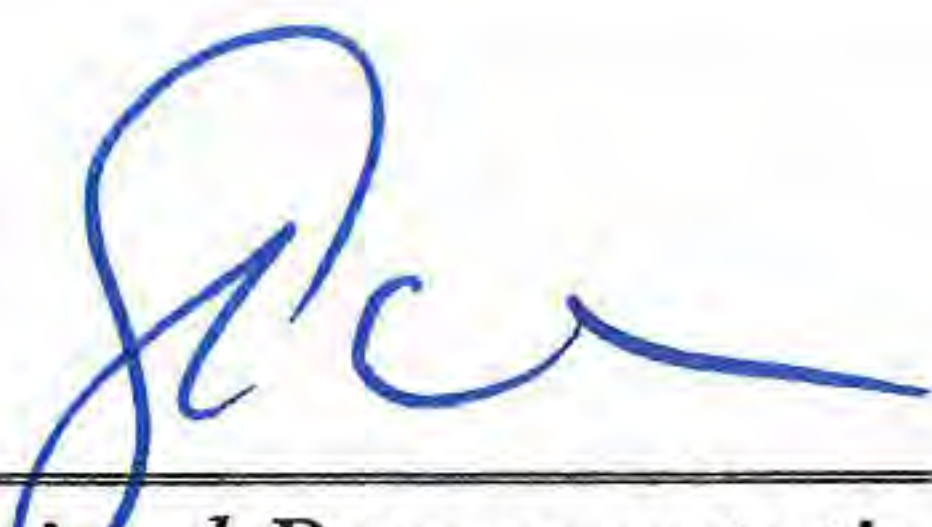
Bryant Ayles 10/12/11
Signature Date

Bryant Ayles Deputy Director, Children's Trust Fund

EXHIBIT I – CHILDREN’S TRUST FUND SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(2)	Healthy Families Massachusetts (HFM)	Use of ASQ/ASQ SE throughout HFM
(C)(4)	Home visiting programs promoted by MIECHV	Shared governance, oversight and implementations by CTF and EEC.
	HFM	Provide referrals and linkages to EEC funded early learning and development programs for teen parents age 20 and under.
	Strengthening Families Framework	Collaborate to integrate Strengthening Families Framework into programs administered by CTF and EEC.
(D)(2)	<ul style="list-style-type: none"> • Family Resource Centers • Dept. Children and Families Family Networks • Coordinated Family and Community Engagement Grants 	Representatives will participate in joint professional development, including use of CTF training network and database.
	<ul style="list-style-type: none"> • CSEFEL Training • HFM core training model 	Joint professional development on similar areas of practice, especially reflective supervision/
(E)(2)	CTF administered programs	Data sharing through the ECIS consistent with federal and state privacy requirement.
	HFM	To the extent possible, share data collected for the HFM data system.
	HFM	Perform and share results of longitudinal study of HFM.

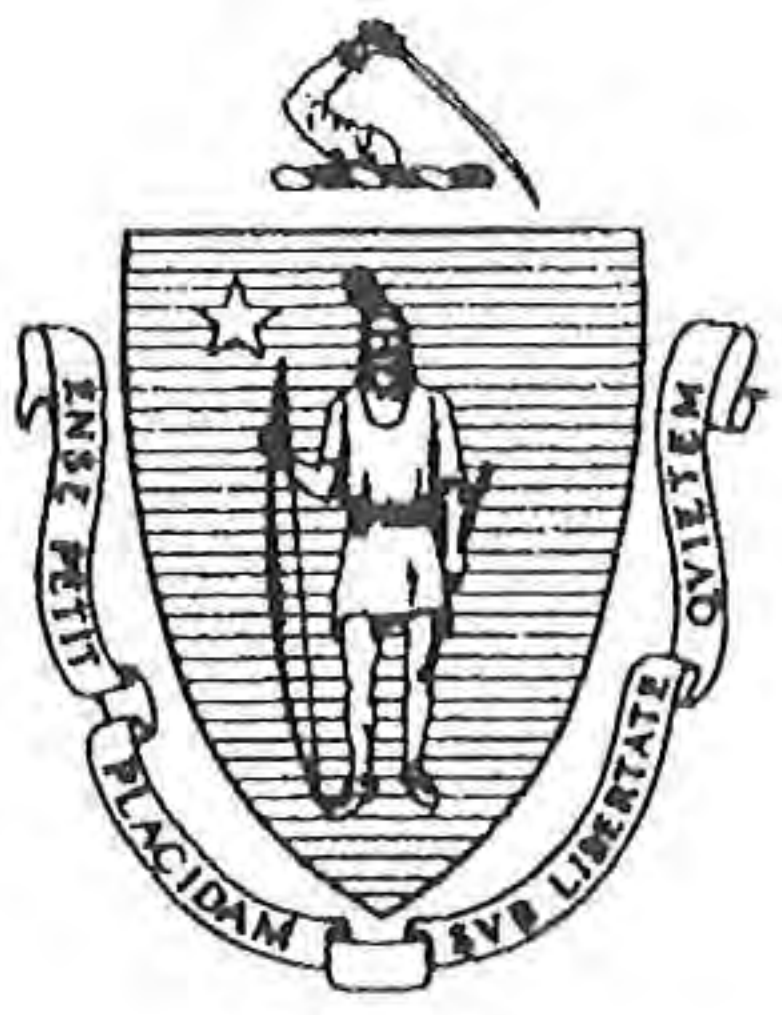

10/17/11

Signature (*Authorized Representative of Lead Agency*) Date


10/12/11

Signature (*Authorized Representative of Participating State Agency*) Date

APPENDIX FF



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

JUDYANN BIGBY, MD
SECRETARY

JOHN AUERBACH
COMMISSIONER

October 14, 2011

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Race to the Top Early Learning Challenge Grant Review Committee:

The Massachusetts Department of Public Health (MDPH) welcomes this opportunity to collaborate with our partners at the Massachusetts Department of Early Education and Care (MDEEC). As the state agency responsible for overseeing the Title V Maternal and Child Health Block Grant, the Maternal, Infant, and Early Childhood Home Visiting Program, and numerous other programs that support families with young children, such as WIC and Early Intervention, it is with great pleasure that we provide this Memorandum of Understanding for the MDEEC.

MDPH programs have a long history of working to address the diverse needs of high-need families in communities at risk across the Commonwealth. The Race to the Top-Early Learning Challenge grant project presents a wonderful opportunity for Massachusetts to expand and strengthen our system of care while building on existing state resources and programs. Moreover, MDPH recognizes the critical need for better coordinated delivery of critical health, development, early learning, school readiness, and family support services. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five years.

We look forward to hearing that the federal DOE and HRSA have approved the funding application for this program, which will benefit vulnerable families with young children across the Commonwealth and will assist us in meeting our own mission of improving outcomes and developing high-quality standards and systems through a community-based approach.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Auerbach', with a long horizontal flourish extending to the right.

John Auerbach
Commissioner



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

DEVAL L. PATRICK
GOVERNOR

TIMOTHY P. MURRAY
LIEUTENANT GOVERNOR

JUDYANN BIGBY, MD
SECRETARY

JOHN AUERBACH
COMMISSIONER

October 14, 2011

MEMORANDUM OF UNDERSTANDING

I. PARTIES

This Memorandum of Understanding ("MOU") is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC ("Lead Agency") and the Massachusetts Department of Public Health, MDPH ("Participating State Agency").

II. PURPOSE

The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

III. ASSURANCES

MDPH hereby certifies and represents that it:

1. Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2. Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
3. Has all requisite power and authority to execute and fulfill the terms of this MOU;
4. Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
5. Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the MDPH's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in

a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the MDPH is using for activities and services that help achieve the outcomes of the State Plan; and

6. Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of the Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. PROJECT ADMINISTRATION

A. MDPH RESPONSIBILITIES

In assisting MDEEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, MDPH agrees to collaborate across six main areas: (1) Health and mental health consultation; (2) Training; (3) Data sharing; (4) Screening; (5) Alignment of agency priorities; (6) Building on current governing and communication structures. The following describes the scope of work in greater detail:

1. Health and mental health consultation

- Placement of two Early Education and Care Clinical Health and Mental Health Specialists at MDPH to provide leadership and assistance in embedding health guidance and support across multiple programmatic systems, including Early Intervention and the Maternal, Infant, and Early Childhood Home Visiting Program. Positions will be jointly supervised by MDPH and MDEEC. Supervisors will meet monthly to assure alignment with agency priorities. In addition to regular supervision meetings, specialists will check in frequently with their supervisors at both agencies.
- Utilize MDEEC's Regional Consultation Programs to provide enhanced training and coaching regarding inclusion, medication administration, Individualized Health Care Plans, and behavioral health concerns. Ensure the alignment of MDPH activities with MDEEC's goals and objectives.
- Provide linkages to MDEEC's Quality Rating and Improvement System to assist MDEEC programs in securing annual health consultation visits.

2. Training

- Develop cross-training professional development opportunities that can be shared across early childhood programs including: Head Start/Early Head Start, WIC, Early Education and Care Programs (such as the Community Family Engagement Grantees), Early Intervention, and the Maternal, Infant, and Early Childhood Home Visiting Program. Investigate the creation of single training entity with shared calendars that are well aligned. The content areas of these shared trainings would include such broadly relevant topics as: how to promote healthy child development, asset-based approaches to supporting families facing the challenges of domestic violence, substance abuse and mental health issues, promoting positive parenting across developmental stages, promoting literacy and school readiness, promoting social emotional health, and responding to behavioral and mental health challenges.
- Provide training and technical assistance on areas such as the effective use of developmental and other screening tools and approaches to identify children and families who could benefit from available services: Ages and Stages Questionnaire-Social Emotional (ASQ:SE); Motivational Interviewing; post-partum depression; Screening, Brief Intervention and Referral to Treatment (SBIRT); Center for the Social Emotional Foundations of Early Learning (CSEFEL), and Strengthening Families. Align all trainings and technical assistance with MDEEC's goals and

objectives. In some cases, MDPH may subcontract some of these training activities to existing vendor contracts.

- Provide training and technical assistance to cross-systems providers, such as the Coordinated Family and Community Engagement grantees, on helping families to access concrete support in times of need. This could include access to SSI and other public benefits and community supports through MDPH's Public Benefits Specialist.
- Ensure that MDPH and other state agency staff working with potentially vulnerable families are familiar with MDEEC's priority populations and know who to contact at MDEEC for accessing services such as subsidized child care.
- Build on the existing partnership with Boston Medical Center's Medical Legal Partnership (MLP)/Boston to enhance training and technical assistance to MDEEC's Coordinated Family and Community Engagement grantees and other cross-systems providers. Trainings would focus on recognizing and accessing assistance in responding to unmet legal needs affecting children and their families. MLP supports families' basic needs in the areas of income support, housing and utilities, education, legal status, and immigration.

3. Data sharing

- Fully commit to data sharing through the Early Childhood Information System (ECIS) currently in development at MDEEC. Both MDPH and MDEEC are committed to obtaining parental consent whenever required. MDPH commits to securing any additional parental consent as needed, adhering to MDPH confidentiality and privacy rules. The ECIS effort, currently led by the MDEEC, will result in longitudinal data linkages that will allow for the identification of long-term positive impacts of early childhood services, and, ultimately, to improved outcomes for young children. Each agency is subject to and must comply with state and federal requirements that govern the collection, use, and disclosure of confidential information about program clients.
- Develop data agreements to share aggregate population-level data between agencies to enhance program development. Work to include data from Early Intervention and the Maternal, Infant, and Early Childhood Home Visiting Program.
- Explore the linkage of MDEEC's Early Childhood Information System to MDPH's Pregnancy to Early Life Longitudinal (PELL) data system and Maternal, Infant, and Early Childhood Home Visiting Program data system.

4. Screening

- Coordinate with the Massachusetts Department of Children and Families to refer children who are involved with that agency to additional supports if the child does not meet the eligibility criteria for Early Intervention services. Determine the protocol and referral source for the Early Intervention Specialist to conduct a "warm handoff" to ensure that the child and family are linked to Head Start/Early Head Start, Early Education and Care Programs, Coordinated Family and Community Engagement, Children's Trust Fund/Department of Children and Families Family Resource Center, or the Maternal, Infant, and Early Childhood Home Visiting Program. Link this effort with MDEEC's Help Me Grow screening and referral activities, the Mass211 system, and the Maternal, Infant, and Early Childhood Home Visiting Program's universal one-time home visiting project.
- Include a screening for maternal and infant health and social-emotional health in the Maternal, Infant, and Early Childhood Home Visiting Program's new, universal one-time home visit project in selected communities.
- Collaborate to develop a comprehensive, universal system of social-emotional screening for birth to 8 years with linkages to community resources, particularly for children who are not screened for social-emotional development as part of well-child visits.

5. Alignment of agency priorities and activities

- Sustain and augment the capabilities of the MA Children at Play (MCAP) initiative aimed at promoting healthy nutrition and physical activity in child care settings. Provide ongoing training and technical assistance for childcare health consultants to assist childcare centers and family childcare providers in developing and implementing policies and environmental changes to support the state's regulation requiring all childcare programs to include a nutrition program and offer 60 minutes of daily physical activity. Expand the current interagency agreement to train more providers in relevant curricula and related evidence-based strategies while developing data collection strategies.
- Align MDEEC nutrition standards with recently passed MDPH School Nutrition Standards and guarantee that consistent nutrition standards for children are present across the age continuum.
- Work to define the relationship between early childhood and care providers with local Mass in Motion communities to support improvements in physical activity and healthy eating that will address both childhood obesity and food insecurity.
- Build on the MOU between the MDPH WIC Program and the Head Start Program that will promote consistent health and nutritional messages for at-risk families and positive health outcomes. Encourage coordination between the two programs to streamline administrative procedures in order to reduce the duplication of services.

6. Build on current governing and communication structures

- Participate and align existing governing structures including the Maternal, Infant, and Early Childhood Home Visiting Task Force, State Early Childhood Advisory Council, the Help Me Grow Leadership Group, Strengthening Families Action, Implementation and Momentum Leadership Team, and other advisory councils, committees, and community-level councils.

7. Additional responsibilities

- a. Implement the MDPH Scope of Work as outlined above;
- b. Abide by the governance structure outlined in the State Plan;
- c. Abide by MDPH's Budget included in section VIII of the State Plan;
- d. Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- e. Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- f. Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- g. Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws. Any requests for data will be shared to the extent permitted by State and Federal law.

B. MDEEC RESPONSIBILITIES

In assisting MDPH in implementing their tasks and activities as outlined above in the State's Race to the Top-Early Learning Challenge application, MDEEC will:

1. Work collaboratively with, and support MDPH in carrying out their Scope of Work as described;
2. Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for MDPH in the State Plan during the course of the project period and in accordance with MDPH's Scope of Work, as identified above, and in accordance with MDPH's Budget, as identified in section VIII of the State's application;
3. Provide feedback on MDPH's status updates, any interim reports, and project plans and products;

4. Keep MDPH informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from MDPH, where applicable, through the governance structure outlined in the State Plan;
5. Facilitate coordination across MDPH necessary to implement the State Plan; and
6. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. MDEEC and MDPH will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2. These key contacts from MDEEC and MDPH will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3. MDEEC and MDPH personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4. MDEEC and MDPH personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect MDPH, or when MDPH's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If MDEEC determines that MDPH is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDEEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between MDEEC and MDPH, or initiating such enforcement measures as are available to MDEEC, under applicable State or Federal law.

V. MODIFICATIONS

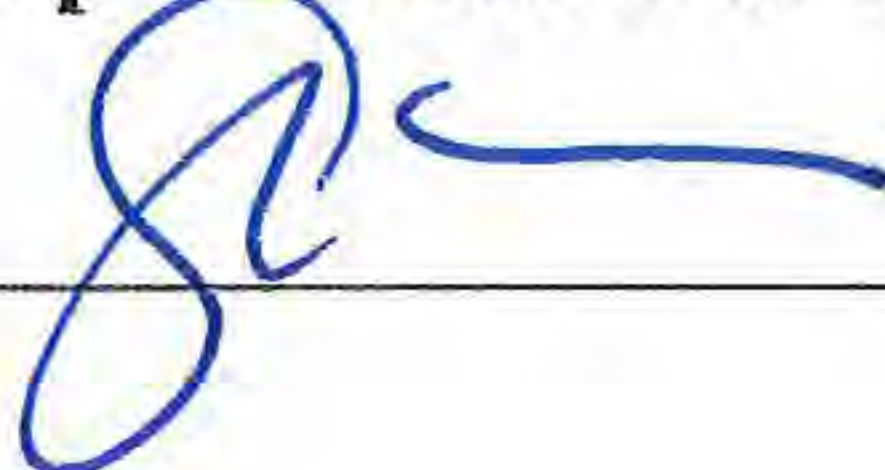
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

VI. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.


VII. SIGNATURES

Authorized Representative of Lead Agency:

 Signature  Date 10/17/14

Sherri Killins, Ed.D
 Commissioner, MA Department of Early Education and Care

Authorized Representative of Participating State Agency:

 Signature  Date 10/13/11

John Auerbach, MBA
 Commissioner, MA Department of Public Health

EXHIBIT I – DEPARTMENT OF PUBLIC HEALTH SCOPE OF WORK


The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	MDPH administered programs	Provide linkages to QRIS to assist licensed and licensed-exempt programs in securing annual health consultation visits.
(C)(1)	MDPH	Align MDEEC nutrition standards with MDPH School Nutrition Standards.
	<ul style="list-style-type: none"> • Mass in Motion 	Establish consistent practice between early learning and development programs and local Mass in Motion communities on children’s physical activity and healthy eating habits.
(C)(2)	<ul style="list-style-type: none"> • MIECHV programs 	Include screenings for maternal and infant health and social-emotional health.
	MDPH	Collaborate to develop a universal system of social-emotional screening for children from birth to age 8.
(C)(4)	<ul style="list-style-type: none"> • Head Start/Early Head Start • Licensed and licensed-exempt programs • CFCE grantees • CTF/DCF Family Resource Center • MIECHV 	Determine protocol and referral process to establish a “warm handoff” between early intervention specialists and early learning and development programs.
	<ul style="list-style-type: none"> • Children at Play 	Sustain program aimed at promoting healthy nutrition and physical activity in early learning and development settings.
	MDPH	Two clinical health and mental health specialists placed at MDPH to embed health and guidance across multiple programmatic systems, including MIECHV.
	MDPH	Ensure MDPH staff working with vulnerable families are familiar with MDEEC priority populations.
	<ul style="list-style-type: none"> • CFCE grantees 	Build on MDPH’s existing partnership with Boston Medical Center to enhance technical assistance for cross-system providers.
	<ul style="list-style-type: none"> • Head Start • WIC 	Promote consistent health and nutritional messages for High Needs families.
(D)(2)	Regional Consultation programs	Provide training and coaching on inclusion, medication administration, individualized health care plans, and behavioral health concerns.

Selection Criterion	Participating Party	Type of Participation
	<ul style="list-style-type: none"> • Head Start/Early Head Start • WIC • CFCE Grantees • Early Intervention • MIECHV programs 	Joint professional development on promoting children's healthy development in areas within MDPH's expertise (e.g. domestic violence, substance abuse, behavioral and mental health challenges, positive parenting)
	<ul style="list-style-type: none"> • Head Start/Early Head Start • WIC • CFCE Grantees • Early Intervention • MIECHV programs 	Provide training and technical assistance on the use of developmental and other screening tools.
	<ul style="list-style-type: none"> • CFCE grantees 	Provide training and technical assistance on helping families access supports, such as MDPH's Public Benefits Specialist.
	<ul style="list-style-type: none"> • Children at Play 	Provide training and technical assistance for childcare health consultants to assist early learning and development programs.
(E)(2)	MDPH administered programs	Data sharing through the ECIS consistent with federal and state privacy requirement.
	MDPH	Develop data sharing agreements with MDEEC to share population-level data between agencies to enhance program development.
	MDPH	Explore linkages between ECIS and MDPH's Pregnancy Early Life Longitudinal (PELL) data system and the MIECHV data system.



Signature (Authorized Representative of Lead Agency) Date 10/17/11



Signature (Authorized Representative of Participating State Agency) Date

MA DEPT. OF PUBLIC HEALTH 10/14/11

APPENDIX GG



DEVAL L. PATRICK
Governor

TIMOTHY P. MURRAY
Lieutenant Governor

JUDYANN BIGBY, M.D.
Secretary

BARBARA A. LEADHOLM, M.S., M.B.A.
Commissioner

The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Mental Health
25 Staniford Street
Boston, Massachusetts 02114-2575

(617) 626-8000
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www.state.ma.us/dmh

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC (“Lead Agency”) and the Massachusetts Department of Mental Health (MDMH) (“Participating State Agency”), jointly referred to as “the Parties”.

MDMH as the State Mental Health Authority promotes mental health through early intervention, treatment, education, policy and regulation so that all residents of the Commonwealth may live full and productive lives. It assures and provides access to services and supports to meet the mental health needs of individuals of all ages, enabling them to live, work and participate in their communities. The Department establishes standards to ensure effective and culturally competent care to promote recovery. The Department sets policy, promotes self-determination, protects human rights and supports mental health training and research. This critical mission is accomplished by working in partnership with other state agencies, individuals, families, providers and communities.

MDEEC as the State Education Agency for early education and care agency responsible for setting standards and licensing in the area of early childhood education the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.

MDMH and MDEEC recognize the critical need for better coordination of statewide efforts to prepare all children for success in school and life by supporting and strengthening families and delivering critical health, development, early learning, school readiness, and family support services. The MDEEC and MDMH welcome the opportunity to collaborate as partners in achieving these important goals.

The Race to the Top-Early Learning Challenge grant project presents a wonderful opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. The purpose of this MOU is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of a Race to the Top-Early Learning Challenge grant project for which Massachusetts is applying (State Application). Through this MOU, we outline our planned joint efforts at creating a more comprehensive early learning and development system for high need families with young children from birth to age five.

I. ASSURANCES - MDMH hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement the provisions of this MOU in accordance with the State Plan indicated in Exhibit I, if the State Application is funded;

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- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
 - (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
 - (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
 - (d) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
 - (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
 - (g) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
 - (h) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work consistent with the provisions of this MOU only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. LEAD AND PARTICIPATING STATE AGENCY RESPONSIBILITIES

In order to support implementation of the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Parties agree to the following activities:

- 1) IN KIND RESOURCES - MDMH currently provides, and subject to sufficient appropriation will continue to provide:
 - a) Statewide Community Crisis Intervention: The MDMH, through a contract with the Riverside Trauma Center, helps local communities, schools, government agencies, health care and human services providers, and workplaces cope with the emotional aftermath of traumatic events such as

DEPARTMENT OF MENTAL HEALTH

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natural disasters, accidents, suicides, or homicides. Riverside's trauma-response professionals stand ready to provide 'psychological first aid' to individuals and organizations after a tragedy. They also help organizations plan their response to unexpected and traumatic events that may occur in the future. Services include immediate assessment, consultation and support; group and individual meetings with those directly involved, including employees, students and community members; referral/linkages to and with community resources; follow-up and further needs assessment with management. A clinical manager in the Trauma Center is available 24/7 to respond to an organization's unique situation. For example, should there be a natural disaster that impacts an early education program or other community level trauma (such as the injury or death of a child, loss of a teacher or a local homicide) that could impact children, families or program staff, MDEEC will contact MDMH for support through this initiative at no cost to the families, programs or MDEEC.

- b) **Mass Child Psychiatry Access Project:** The Massachusetts Child Psychiatry Access Project (MCPAP) is a system of regional children's mental health consultation teams designed to help primary care providers (PCPs) meet the needs of children with psychiatric problems. The goals are: to improve access to treatment for children with mental health disorders; to promote the inclusion of child psychiatry within the scope of the practice of primary care; to restore a functional primary care/specialist relationship between PCPs and child psychiatrists; and to promote the rational utilization of scarce specialty resources for the most complex and high-risk children. Six psychiatric hubs have been developed across Massachusetts to provide consultation, guidance, education and training to pediatricians re their patients who present with challenging mental health symptoms and behaviors. Short term direct service is available if timely intervention is not available through the patient's insurance program. This service is 'payor blind'--it is available to pediatricians regardless of the insurance coverage of the children who are the patients. 97% of pediatric practices in the Commonwealth are now enrolled with MCPAP. To expand awareness, caregivers and teachers of children in pre-school and school environments can inform and encourage parents of children with mental health concerns to speak with their PCP and to ask that the PCP access support from the relevant MCPAP hub if additional support is needed.
- c) **Parent Support Groups,** funded by MDMH and affiliated with the Parent/Professional Advocacy League (PPAL), are available statewide at no cost for parents who have children with mental health issues. Support Groups operate on a self help model with a trained parent facilitator and help parents with service access; linkages to community supports; education and training on current and best practices, including pharmacology; advocacy/communication with schools; and dealing with siblings and other family members. Develop linkages to family support work performed by MDEEC's Coordinated Family and Community Engagement Grantees.
- (1) **Children's Behavioral Health Initiative (CBHI)** includes an array of services for children, from birth through their 21st birthday, who are covered by Massachusetts' Medicaid program, MassHealth. All children in the covered group are entitled to mental health screening by a pediatrician at their annual well child visit and at other intervals/encounters with their pediatrician. Children with a positive screen are offered a referral for further evaluation. Other CBHI services include Intensive Care Coordination, 24/7 Mobile Crisis Intervention to the home or other site where a child is located, In Home Therapy, Behavioral Training, Therapeutic Mentors, and Family

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Partners. Medical necessity criteria must be met for most services. For the youngest children whose mothers may be depressed and in need of intervention, maternal depression screening now occurs though not with predictable regularity across insurers. CBHI staff can provide educational information to MDEEC providers to assure that they understand what services are available and how/when to access them. Training and education of MDEEC providers can focus on ways to engage parents who may be in need of services themselves. Increase awareness of and utilization of CBHI services by families of children 0-5 and the programs that support them.

2). EXPANSION - Subject to funding provided by MDEEC, as provided below, MDMH agrees to work with MDDEC on the following expansion projects:

- a) Develop an ISA with MDEEC to oversee the ECMH program. In accordance with such ISA, MDMH will oversee/monitor the program on behalf of MDEEC and will integrate the service with other community supports. The program will be enhanced to build teacher leaders as first responders who will have back up consultation available. A joint management oversight team will be established to assure adherence to geographic focus, design, approach, and contract monitoring and outcome evaluation. MDEEC will expand the current scope and availability of this program by adding \$250,000 for services/training and \$75,000 for a specialist in early childhood mental health who will be based at MDMH to oversee the project. This specialist will be selected by a joint MDEEC/MDMH hiring panel.
- b) Extend capacity of MCPAP to provide relevant and grounded interventions to young children and their families by adding a .5 FTE child psychiatrist with a strong background in early childhood mental health, specific consultation and training to MCPAP clinicians, CBHI service teams, ECMH program staff, and state agency staff who work with young children.. The child psychiatrist proposed for this expansion will work closely with the Massachusetts Department of Children and Families' (MDCF) Child Psychiatrist and Regional Mental Health Specialists, which are funded by MDMH, and the MDEEC funded Child Development Specialist to assure consistency in addressing the consultation/training needs of staff and other caregivers of the target population. MDEEC will enter into an ISA to transfer \$110,000 to MDMH to fund this expansion.
- c) Building on established approaches, MDMH staff will provide training and education to MDEEC staff Licensors, CFCE's, CCR&R's on mental health issues, including recognizing behaviors which may indicate a mental health issue, intervention strategies for non clinician/first responders, and access to specialized community resources.

3). MISCELLANEOUS ACTIVITIES - MDMH further agrees that it will:

- a) Implement the Scope of Work as outline above and identified in the Exhibit I of this agreement;
- b) Abide by the governance structure outlined in the State Plan;
- c) Abide by the budget included in section VIII of the State Plan;
- d) Subject to availability of funding for travel, actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

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- e) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- f) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- g) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

4). MDEEC RESPONSIBILITIES - In assisting the MDMH in implementing its tasks and activities described in this MOU, the MDEEC will:

- a) Work collaboratively with, and support the MDMH in carrying out the Scope of Work as described;
- b) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for MDMH in the State Plan during the course of the project period and in accordance with the Scope of Work, as identified above, and in accordance with the budget, as identified in section VIII of the State's application;
- c) Provide feedback on MDMH's status updates, any interim reports, and project plans and products;
- d) Keep MDEEC informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from MDEEC, where applicable, through the governance structure outlined in the State Plan;
- e) Facilitate coordination with MDMH as necessary to implement the State Plan; and
- f) Identify sources of technical assistance for the project.

5) JOINT RESPONSIBILITIES:

- a) The MDEEC and MDMH will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- b) These key contacts from The MDEEC and MDMH will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- c) The MDEEC and MDMH will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- d) The MDEEC and MDMH personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect MDMH, or when MDMH's Scope of Work requires modifications.

6) STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the MDEEC determines that MDMH is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements relating to items identified in Paragraph 2.A.2. (Expansion), the MDEEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the MDEEC and MDMH or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

DEPARTMENT OF MENTAL HEALTH

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III. MODIFICATIONS

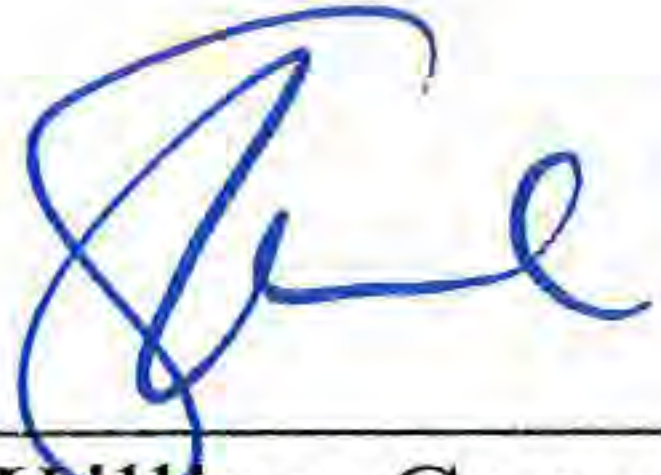
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

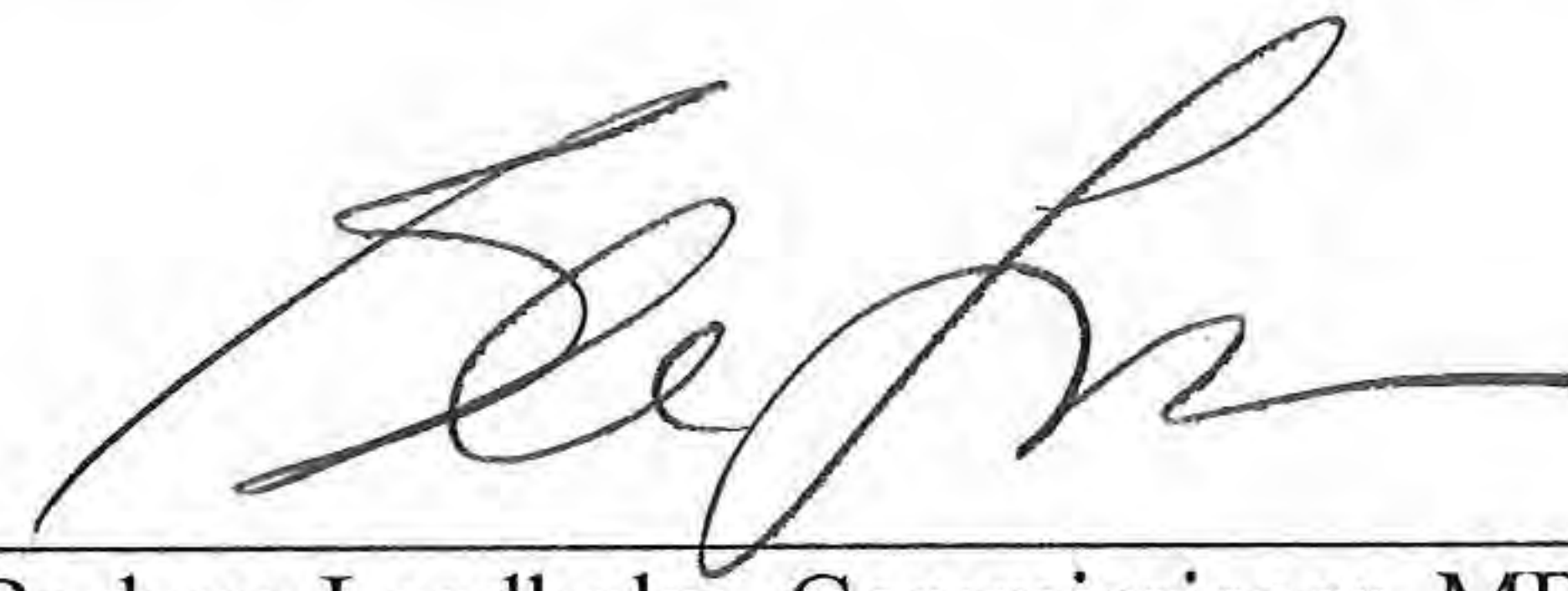
This Memorandum of Understanding is contingent upon Massachusetts' receipt of the Race to the Top- Early Learning Challenge Grant for which the State is applying. It shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, shall end upon the expiration of the Race to the Top- Early Learning Challenge grant project period. The Parties obligations hereunder are further contingent upon the availability of sufficient funds, either from State appropriation or grant funding.

V. SIGNATURES

This MOU is executed this 17 day of October, 2011 by and between the Parties represented by the signatory parties below:



Sherri Kilins, Commissioner, MDEEC



Barbara Leadholm, Commissioner, MDMH

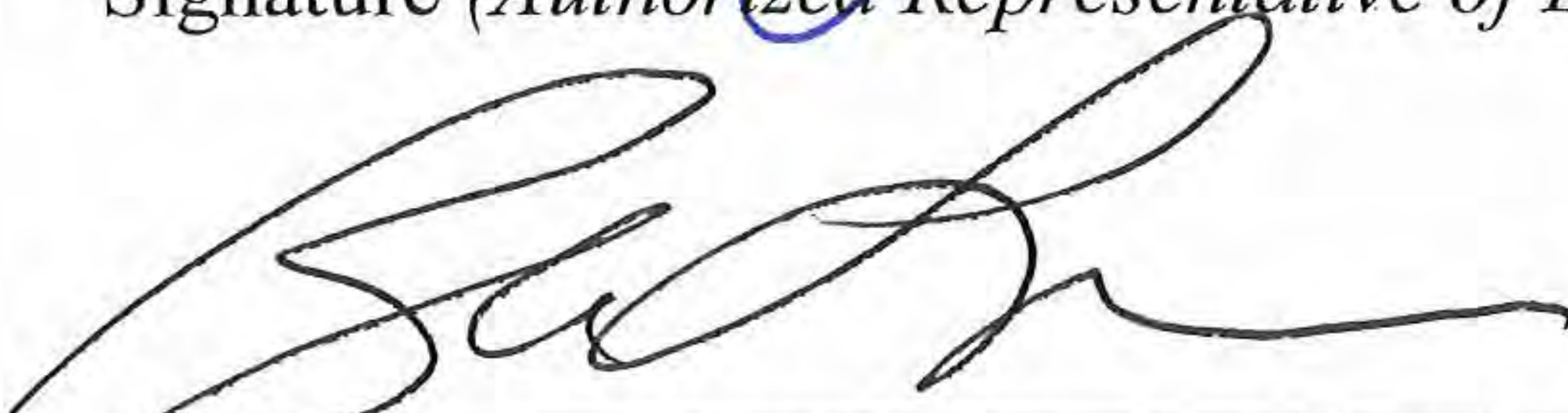
EXHIBIT I – DEPARTMENT OF MENTAL HEALTH SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(4)	Statewide community crisis intervention <ul style="list-style-type: none"> • Licensed and licensed-exempt programs 	The Riverside Trauma Center helps local communities, schools, early education and care providers, and health care and human services providers cope with traumatic events.
	Parent/Professional Advocacy League affiliates and chapters	Parent support groups operate a self-help model for families. This work will be coordinated with EEC administered CFCE grants.
	Children’s Behavioral Health Initiatives	Health services for children covered by Mass-Health, Massachusetts’ Medicaid program.
	Early Childhood Mental Health (ECMH) program	\$750,000 for specialist in early childhood mental health to oversee ECMH program.
	MA Child Psychiatry Access Project	Provide \$110,000 for half-time child psychiatrist to support mental health consultation teams working with primary care providers to meet the needs of young children with psychiatric problems.
(D)(2)	Early Childhood Mental Health program <ul style="list-style-type: none"> • Licensed and licensed-exempt programs 	\$250,000 for services/training for teachers as first responders with back-up consultation available.
	MDMH staff	Provide \$50,000 to support training and professional development for MDEEC staff licensors, CCR&Rs, and CFCE grantees on mental health issues.
(E)(2)	MDMH	Data sharing through the ECIS consistent with federal and state privacy requirement.


10/17/14

Signature (*Authorized Representative of Lead Agency*) Date


10/12/11

Signature (*Authorized Representative of Participating State Agency*) Date

APPENDIX HH



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Children and Families
24 Farnsworth Street, Boston, Massachusetts 02210
Tel (617) 748-2000 ♦ Fax (617) 261-7435

DEVAL L. PATRICK
Governor

♦
TIMOTHY P. MURRAY
Lieutenant Governor

♦
JUDYANN BIGBY, M.D.
Secretary

♦
ANGELO McCLAIN
Commissioner

October 7, 2011

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Race to the Top Early Learning Challenge Grant Review Committee:

The Massachusetts Department of Children and Families (MDCF) welcomes this opportunity to collaborate with our partners at the Massachusetts Department of Early Education and Care (MDEEC). MDCF is the state agency responsible for overseeing the Title IV Part B 1 and 2 of the Social Security Act, the Child Abuse Prevention and Treatment Act (CAPTA) Title 1, and the Family Violence Preventions Services (FVPS) grant. MDCF with great pleasure provides this Memorandum of Understanding for the MDEEC.

MDCF programs and services have a long history of working to address the diverse needs of high-need families in communities at risk across the Commonwealth. The Race to the Top-Early Learning Challenge grant project presents an opportunity for Massachusetts to expand and strengthen our system of care while building on existing state resources and programs. MDCF also recognizes the need for better coordinated delivery of critical health, development, early learning, school readiness, and family support services. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for low-income families with young children from birth to age five years.

We look forward to hearing that the federal DOE and HRSA have approved the funding application for this program, which will benefit vulnerable families with young children across the Commonwealth and will assist us in meeting our mission of strengthening families through a community-based approach.

Sincerely,

A handwritten signature in cursive script that reads "Angelo McClain".

Angelo McClain, PhD, LICSW
Commissioner



The Commonwealth of Massachusetts

DEVAL L. PATRICK
Governor

TIMOTHY P. MURRAY
Lieutenant Governor

SHERRI KILLINS, Commissioner
Department of Early Education and Care
51 Sleeper St., Boston, MA 02210 * 617 988-6600

ANGELO McCLAIN, Commissioner
Department of Children and Families
24 Farnsworth St., Boston, MA 02210 * 617 748-2000

October 14, 2011

MEMORANDUM OF UNDERSTANDING

I. PARTIES

This Memorandum of Understanding (“MOU”) is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC (“Lead Agency”) and the Massachusetts Department of Children and Families, MDCF (“Participating State Agency”).

II. PURPOSE

The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the Commonwealth of Massachusetts (State) in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

III. ASSURANCES

MDCF hereby certifies and represents that it:

1. Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I applicable to MDCF, if the State application is funded;
2. Agrees to use for EEC services, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
3. Has all requisite power and authority to execute and fulfill the terms of this MOU;
4. Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5. Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the MDCF's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the MDCF is using for activities and services that help achieve the outcomes of the State Plan; and
6. Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of the Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. PROJECT ADMINISTRATION

A. MDCF RESPONSIBILITIES

In assisting MDEEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, MDCF agrees to collaborate across six main areas: (1) child welfare\early childhood trauma and developmental consultation; (2) Training; (3) Data sharing; (4) Screening; (5) Alignment of agency priorities; (6) Building on current governing and communication structures. The following describes the scope of work in greater detail.

1. Child Welfare, Early Childhood Trauma and Developmental consultation

- Placement of 2 Developmental Specialists at MDCF to provide leadership and assistance in embedding early childhood developmental knowledge and support across multiple programmatic systems, including MDCF Area and Regional Offices, MDCF Family Resource Centers, and MDCF funded congregate care programs which service children and families such as Domestic Violence Shelters and Teen Living Programs. Positions will be jointly supervised by MDCF and MDEEC. Supervisors will meet monthly to assure alignment with agency priorities. In addition to regular supervision meetings, specialists will check in frequently with their supervisors at both agencies.
- Utilize MDEEC's Regional Consultation Programs to provide enhanced training and coaching regarding inclusion, medication administration, Individualized Health Care Plans, and behavioral health concerns for MDCF children being provided Supportive Child Care administered through MDEEC.
- Support linkages to MDEEC's Quality Rating and Improvement System to assist MDEEC programs in securing annual health consultation visits.

2. Training

- Participate in and collaborate with cross-training professional development opportunities that can be shared across early childhood programs including: MDEEC Supportive Child Care, early education and care programming restricted to MDCF children, Head Start/Early Head Start, other Early Education and Care Programs (such as the Community Family Engagement Grantees), the MDCF Family Resource Centers. Assess the feasibility of creating a single training entity with cross-agency training calendars that are well aligned. The content areas of these shared trainings would include such broadly relevant topics as: how to promote healthy child development, asset-based approaches to supporting families facing the challenges of domestic violence, substance abuse and mental health issues, promoting positive parenting across developmental stages, promoting literacy and school readiness, promoting social emotional health, and responding to behavioral and mental health challenges.

- Participate in and support efforts in areas such as the effective use of developmental and other screening tools and approaches to identify children and families who could benefit from available services such as the following tools and approaches: Ages and Stages Questionnaire-Social Emotional (ASQ:SE); Motivational Interviewing; post-partum depression; Screening, Brief Intervention and Referral to Treatment (SBIRT); Center for the Social Emotional Foundations of Early Learning (CSEFEL), and Strengthening Families.
- Work with the MDCF Child Welfare Institute (Title IVE) to align, to the extent possible, trainings and technical assistance with MDEEC's goals and objectives.
- Participate in and collaborate with training and technical assistance opportunities across system providers, such as the MDCF Family Resource Centers, to help families to access concrete support in times of need. This could include access to SSI and other public benefits and community supports through MDPH's Public Benefits Specialist.
- Enhance MDCF staff understanding of how their work with potentially vulnerable families can be supported by MDEEC's priority population's early care and education programs, including contact information for accessing services such as MDEECs subsidized child care.
- Build on the existing partnership with Boston Medical Center's Medical Legal Partnership (MLP)/Boston to enhance training and technical assistance to MDEEC's Coordinated Family and Community Engagement grantees, MDCF's Family Resource Centers and other cross-systems providers. Trainings would focus on recognizing and accessing assistance in responding to unmet legal needs affecting children and their families. MLP supports families' basic needs in the areas of income support, housing and utilities, education, legal status, and immigration.

3. Data sharing

- Each agency is subject to and must comply with state and federal requirements that govern the collection, use, and disclosure of confidential information about program clients. Both MDCF and MDEEC are committed to obtaining parental consent whenever required. MDCF commits to securing any additional parental consent as needed, adhering to MDCF confidentiality and privacy rules. MDCF agrees to developing data agreements to share aggregate population-level data between agencies to enhance program development and in support of the ECIS effort, currently led by the MDEEC, which will result in longitudinal data linkages that will allow for the identification of long-term positive impacts of early childhood services, and, ultimately, to improved outcomes for young children..
- Explore other potential linkages with MDEEC's on-line Kinderwait to facilitate the identification, referral, placement and tracking of children in MDEEC subsidized Supportive Child Care which is closed referral to MDCF involved children.

4. Screening

- Coordinate with the Massachusetts Department of Public Health (MDPH) to refer children who are involved with MDCF to additional supports if the child does not meet the eligibility criteria for Early Intervention services. Develop a protocol to include the MDPH Early Intervention Specialist conducting a "warm handoff" to the applicable referral sources to ensure that the child and family are linked to Head Start/Early Head Start, Early Education and Care Programs, Coordinated Family and Community Engagement, Department of Children and Families Family Resource Center, or the Maternal, Infant, and Early Childhood Home Visiting Program. Link this effort with MDEEC's Help Me Grow screening and referral activities, the Mass211 system, and the Maternal, Infant, and Early Childhood Home Visiting Program's universal one-time home visiting project, if applicable.
- Examine opportunities around the screening of MDCF newborns for maternal and infant health and social-emotional health in the Maternal, Infant, and Early Childhood Home Visiting Program's new, universal one-time home visit project in selected communities.
- Collaborate to develop a comprehensive, universal system of social-emotional screening for birth to 8 years with linkages to community resources, particularly for children who are not screened for social-emotional development as part of well-child visits.

5. Alignment of agency priorities and activities

- Sustain and augment the capacity of the MDCF Family Resource Centers (MFRC) initiative aimed at promoting a community level infrastructure to support children and families and prevent child abuse and neglect. Provide ongoing training, technical assistance and support with the Massachusetts Children Trust Fund (MCTF) to the MFRCs to assist in their capacity to ensure optimal child development and strengthening families.
- Continue implementation of Integrated Case Practice model aimed at improving outcomes for children and families and effectively targeting MDCF resources to high risk families.
- Increase knowledge and deepen integration of trauma informed care into MDCF practice.
- Strengthen the relationship between MDCF, MDEEC providers servicing MDCF involved children, and families to create the optimal partnership to enhance child development.
- Build on the existing screening mechanisms such as Early Intervention and EPSDT to support all children involved with MDCF receiving appropriate screens and access to available resources when needed.
- Continue to implement a holistic approach to clinical formulations of MDCF involved families and children to provide the framework for developing the most effective interventions, services, and supports to meet the child's and family's needs.

6. Build on current governing and communication structures

- Align this initiative, where appropriate, with existing interagency governing structures and other advisory councils, committees, and community-level councils and provide active MDCF representation.

7. Additional responsibilities

- a. Abide by the governance structure outlined in the State Plan;
- b. Abide by MDCF's Budget included in section VIII of the State Plan;
- c.. Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- d..Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- e Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- f. Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws. Any requests for data will be shared to the extent permitted by State and Federal law.

B. MDEEC RESPONSIBILITIES

In assisting MDCF in implementing their tasks and activities as outlined above in the State's Race to the Top-Early Learning Challenge application, MDEEC will:

1. Work collaboratively with, and support MDCF in carrying out the their Scope of Work as described;
2. Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for MDCF in the State Plan during the course of the project period and in accordance with MDCF's Scope of Work, as identified above, and in accordance with MDCF's Budget, as identified in section VIII of the State's application;
3. Provide feedback on MDCF's status updates, any interim reports, and project plans and products;

4. Keep MDCF informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from MDCF where applicable, through the governance structure outlined in the State Plan;
5. Facilitate coordination across MDCF necessary to implement the State Plan; and
6. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. MDEEC and MDCF will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
2. These key contacts from MDEEC and MDCF will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3. MDEEC and MDCF personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4. MDEEC and MDCF personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect MDCF, or when MDCF's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If MDEEC determines that MDCF is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDEEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between MDEEC and MDCF, or initiating such enforcement measures as are available to MDEEC, under applicable State or Federal law.

E MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

V KEY PERSONNEL: [this will be added if the grant is received]

VI NOTICE:

Unless otherwise specified, any notice or approval required hereunder shall be in writing and shall be deemed given when delivered to either party or deposited in the U.S. Mail, first class, postage pre-paid, and addressed to:

TO DCF:

[name to be added if grant received]

Cc: General Counsel

TO DEEC:

[Name to be added if grant received]

Cc: General Counsel

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(2)	<ul style="list-style-type: none"> • Head Start/Early Head Start • Licensed and licensed-exempt programs • CFCE grantees • CTF/DCF Family Resource Center • MIECHV 	Develop a comprehensive, universal system of social-emotional screening for birth to 8 years with linkages to community resources.
	MIECHV grant programs	Develop screening for newborn infants.
(C)(4)	MDCF	Placement of 2 developmental specialists at MDCF to provide leadership and assistance in embedding early childhood developmental knowledge across the agency.
	Regional consultation programs	Enhance training and coaching regarding inclusion, medication administration, individualized health care plans, behavioral health concerns for MDCF children, etc.
	MDCF	Assist programs in tiered QRIS secure mental health consultation.
	DCF	Collaborate with EEC to promote community level infrastructure, complete implementation of an integrated case practice model, increase implementation of trauma informed care, build on existing screening mechanisms, and continue to ensure a holistic approach to clinical formulations of MDCF involved families.
	<ul style="list-style-type: none"> • Head Start/Early Head Start • Licensed and licensed-exempt programs • CFCE grantees • CTF/DCF Family Resource Center • MIECHV 	Determine protocol and referral process to establish a “warm handoff” between early intervention specialists and early learning and development programs.
(D)(2)	<ul style="list-style-type: none"> • Licensed and licensed-exempt programs • Head Start/Early Head Start • CFEC grantees • MDCF family resource centers 	Provide cross-training professional development on mental health issues to early learning and development programs.

Selection Criterion	Participating Party	Type of Participation
	Child Welfare Institute	Work with the MDCF Child Welfare Institute to align trainings and technical assistance with EEC.
	MDCF	Build on existing partnership with Boston Medical Center to enhance training and technical assistance with EEC's CFCE grantees.
(E)(2)	MDCF	Data sharing through the ECIS consistent with federal and state privacy requirement.
	MDCF	Develop data sharing agreements with EEC to share population-level data between agencies to enhance program development.

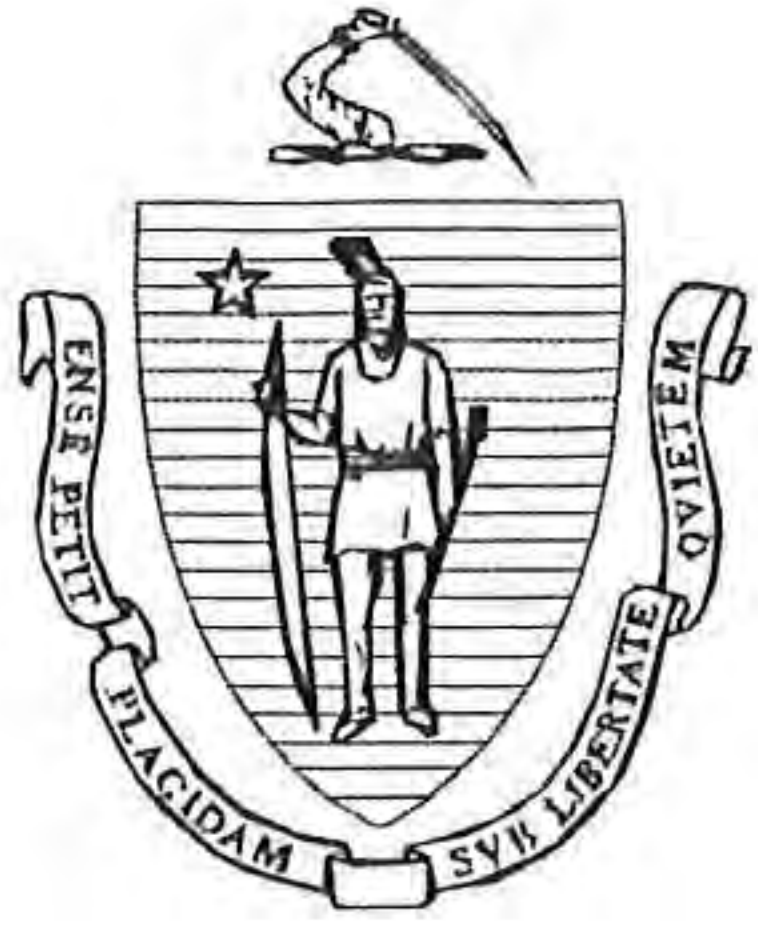

10/17/11

 Signature (*Authorized Representative of Lead Agency*) Date


10-17-11

 Signature (*Authorized Representative of Participating State Agency*) Date

APPENDIX II



Commonwealth of Massachusetts
**DEPARTMENT OF HOUSING &
COMMUNITY DEVELOPMENT**

Deval L. Patrick, Governor ♦ Timothy P. Murray, Lt. Governor ♦ Gregory Bialecki, Secretary, EOHEd

October 13, 2011

MEMORANDUM OF UNDERSTANDING

The Department of Housing and Community Development (DHCD) welcomes the opportunity to collaborate with our partners at the Department of Early Education and Care (EEC). As the state agency responsible for housing development, housing management, and housing stabilization, it is with great pleasure that we provide this Memorandum of Understanding.

DHCD's mission is to strengthen cities, towns and neighborhoods to enhance the quality of life of Massachusetts residents. DHCD provides leadership, professional assistance and financial resources to promote safe, decent affordable housing opportunities, economic vitality of communities and sound municipal management.

The Race to the Top-Early Learning Challenge grant project presents a wonderful opportunity for Massachusetts to expand and strengthen its system of early education and care while building on existing state resources and programs. DHCD recognizes the critical need for better coordination of statewide efforts to prepare children for success in school and life by supporting and strengthening families and delivering critical health, development, early learning, school readiness, and family support services. Through this Memorandum of Understanding, we outline our planned joint efforts at creating a more comprehensive early learning and development system for high need families, including those that are homeless and those that are formerly homeless and recently rehoused, with young children from birth to age five.

It should be noted that this Memorandum of Understanding ("MOU") is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC ("Lead Agency") and the Massachusetts Department of Housing and Community Development ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

DHCD hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten);
 - (b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
 - (c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
 - (d) Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder;
 - (e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
 - (g) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
 - (h) State recommended screening and formative assessment tools to assess children's school readiness in kindergarten and track progress over time to inform teaching and learning.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the MDEEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, DHCD agrees to collaborate on behalf of families that reside in DHCD sponsored shelter programs or are actively involved in DHCD's Stabilization, Diversion or Home Base programs. Specifically, DHCD will hire a full-time Early Education and Care Liaison that will support collaborative work with EEC across the following main areas:

1. Continue to align/improve joint management of early education and care and out of school time programming for homeless families via supporting:
 - Data Sharing to track number and percentage of homeless children from birth to kindergarten entry in the state, access and usage of early education and care slots and to identify any areas of the state where access to care is limited so that this need can be addressed,
 - EEC in the development of an on-line access tool via EEC's Kinderwait system to support referral and placement with contracted providers. Train DHCD staff on this tool. In year 2, expand use of Kinderwait to shelter providers and diversion/stabilization and Home Base caseworkers.,
 - Increased collaboration between DHCD-supported congregate housing for young parents and EEC's local Coordinated Family and Community Engagement grantees.
2. Support the development of a long-term focus on child development into DHCD to accompany their mandate to provide families with homeless services that would extend beyond the length of this agreement. Do so via;
 - Collaboration to develop policies for DHCD that support child development such as: developmentally informed placements in child care, shelter and in services to families,
 - Supporting EEC in the development of informative/educational materials for distribution to DHCD and FOR Families staff related to child development and programming that supports early childhood,
 - Developing a joint program of child development focused education for caseworkers and shelter providers,
 - Developing a process and policies to ensure all children 0-5 have access to a developmental screening via an existing provider of these services. Ensure a mechanism for referral to services is in place for families and caseworkers with concerns regarding any child's development via collaboration with EEC's Help Me Grow project.
3. As DCHD's new Home Base approach to homeless service provision rolls out, maintain a focus on the developmental needs of children via:
 - Data matching to determine the impact of child care access to successful outcomes for families,
 - Determine the extent to which the need for early education and care and out of school time placement needs are met via EECs subsidy programs: contracted homeless slots, income eligible slots and vouchers.

- Receipt of input/feedback from the LT. Governor's Interagency Coalition on Housing and Homelessness and , in particular, its subcommittee on early childhood.

Lastly, DHCD agrees to:

- 1) Implement the Scope of Work as outline above and identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. MDEEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the MDEEC will:

- 1) Work collaboratively with, and support DHCD in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated in the State Plan during the course of the project period and in accordance with the Scope of Work, as identified above, and in accordance with the budget, as identified in section VIII of the State's application;
- 3) Provide feedback on DHCD's status updates, any interim reports, and project plans and products;
- 4) Keep DHCD informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from DHCD, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with DHCD as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The MDEEC and DHCD will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from The MDEEC and DHCD will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) The MDEEC and DHCD will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) The MDEEC and DHCD personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the DHCD, or when DHCD's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the MDEEC determines that the DHCD is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the MDEEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the MDEEC and DHCD or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

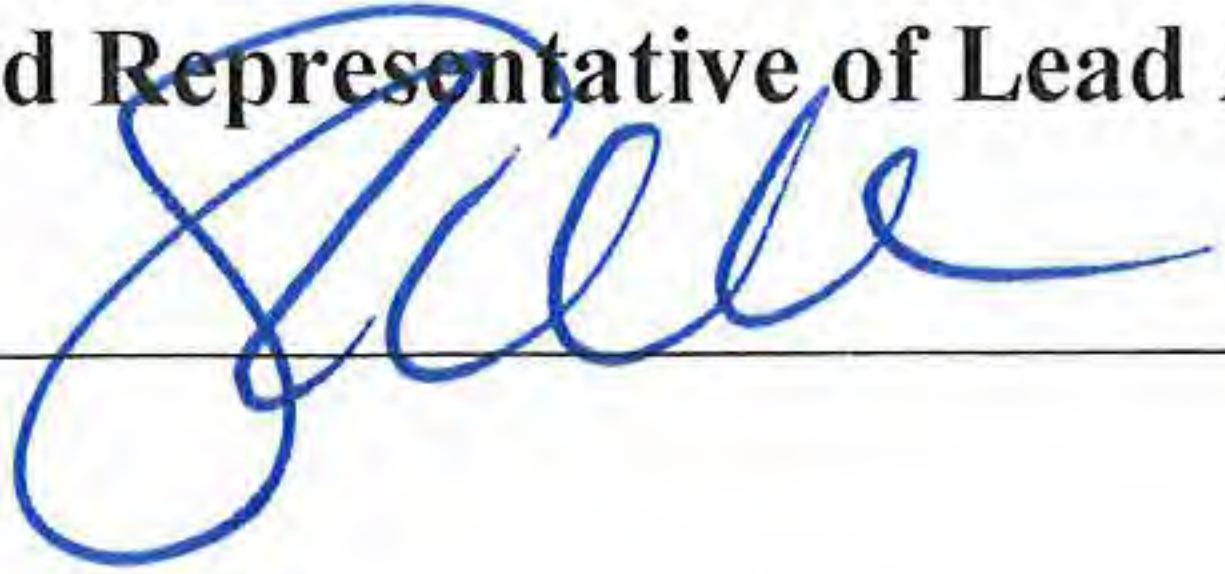
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

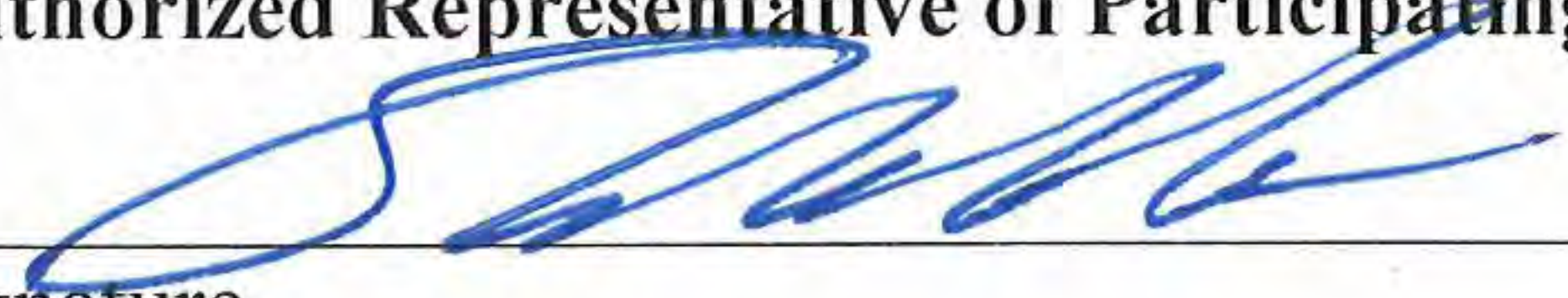
V. SIGNATURES

Authorized Representative of Lead Agency:

Signature  _____ Date 10/17/11

Sherri Killins Commissioner, Department of Early Education and Care

Authorized Representative of Participating State Agency:

Signature  _____ Date 10/13/11

Steven Carvalho, Acting Undersecretary, DHCD

EXHIBIT I – DEPARTMENT OF HOUSING AND COMMUNITY DEVELOPMENT SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(2)	<ul style="list-style-type: none"> • Help Me Grow program • DHCD administered programs 	Developing a process and policies to ensure all children 0-5 have access to a developmental screening via an existing provider of these services. Ensure a mechanism for referral to services is in place for families and caseworkers with concerns regarding any child’s development via collaboration with EEC’s Help Me Grow project.
(C)(4)	<ul style="list-style-type: none"> • DHCD • CFCE programs • DPH / FOR Families staff • DHCD administered programs 	Support the development of a long-term focus on child development into DHCD to accompany their mandate to provide families with homeless services that would extend beyond the length of this agreement.
		Support efforts to provide informative/educational materials on child development and state resources and programs.
		Increased collaboration between DHCD-supported congregate housing for young parents and EEC’s local Coordinated Family and Community Engagement grantees.
(D)(2)	DHCD staff	Training for DHCD staff on EEC’s online Kinderwait tool.
	Early educators, case workers and others working with High Needs families	Support development of joint professional development program between EEC and DHCD for caseworkers and shelter providers on child development.
(E)(2)	DHCD administered programs	Referral and placement in EEC administered programs through online Kinderwait system.
	DHCD administered programs	Data Sharing to track number and percentage of homeless children from birth to kindergarten entry in the state, access and usage of early education and care slots and to identify any areas of the state where access to care is limited so that this need can be addressed.
	DHCD	Determine extent to which families serviced by DHCD have access to EEC administered programs (e.g. contracted homeless slots, income eligible slots, and vouchers).

Signature (Authorized Representative of Lead Agency)

Date



Signature (Authorized Representative of Participating State Agency)

Date

10/13/11

APPENDIX JJ



Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Transitional Assistance
600 Washington Street • Boston MA 02111

DEVAL L. PATRICK
Governor

JUDYANN BIGBY, M.D.
Secretary

TIMOTHY P. MURRAY
Lieutenant Governor

JULIA E. KEHOE
Commissioner

MEMORANDUM OF UNDERSTANDING

I. PARTIES

This Memorandum of Understanding (“MOU”) is entered into by and between the Massachusetts Department of Early Education and Care, MDEEC (“Lead Agency”) and the Massachusetts Department of Transitional Assistance, MDTA (“Participating State Agency”).

II. PURPOSE

The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

III. ASSURANCES

MDTA hereby certifies and represents that it:

1. Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2. Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
3. Has all requisite power and authority to execute and fulfill the terms of this MOU;
4. Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
5. Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the MDTA’s specific goals, activities, timelines, budgets, and key personnel in a manner that is consistent with the Preliminary Scope of Work (Exhibit I); and
6. Will comply with all of the applicable terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of the Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. PROJECT ADMINISTRATION

A. MDTA RESPONSIBILITIES

In assisting MDEEC in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, MDTA agrees to continue to work with MDEEC in providing the critical supports necessary for families to move toward financial independence. Through this partnership, not only do families receive the early education needed to pursue work and educational opportunities but children are also provided with early education and care that meets MDEEC's high quality licensing standards. This opportunity for children facing multiple risk factors to attend early education and care supports the Commonwealth's vision for children's long term success in school and as productive citizens as they become adults. Particular supports that MDTA will provide in support of the Race to the Top-Early Learning Challenge program include the following:

1. Access to Early Education and Care programming for DTA-involved families

- Continue current practice for determining eligibility for state supported voucher child care and referring eligible families to MDEEC's network of Child Care Resource and Referral programs who support the family in locating and selecting a program to meet the unique needs of each child and family.
- Maintain communication with MDEEC and the CCR&Rs about the ongoing eligibility of families as they progress toward self-sufficiency through the voucher renewal process.

2. Training

- Develop relevant cross-training professional development opportunities; and
- Work as appropriate with the MDEEC Child Welfare Institute (Title IVE) to align, to the extent possible, trainings and technical assistance with MDEEC's goals and objectives. Ensure that MDTA and other state agency staff working with potentially vulnerable families are familiar with MDEEC's priority populations and know who to contact at MDEEC for accessing services such as subsidized child care for homeless, teen parent and supportive programs.

3. Data sharing

- Commit to facilitating data sharing through the Early Childhood Information System (ECIS) currently in development at MDEEC subject to availability of resources. Both MDTA and MDEEC are committed to obtaining parental consent whenever required. The ECIS effort, currently led by the MDEEC, will result in longitudinal data linkages that will allow for the identification of long-term positive impacts of early childhood services, and, ultimately, to improved outcomes for young children.
- Develop data agreements with MDEEC to share aggregate population-level data between agencies to enhance program development.
- Because each agency is subject to state and federal requirements that govern the collection, use, and disclosure of confidential information about program clients, any data sharing agreements with MDEEC must be consistent with compliance with these requirements.

4. Screening

Build on the existing screening mechanisms to ensure all children involved with MDTA get an appropriate screen and access to available resources when needed.

5. Build on current governing and communication structures

- Participate on and align existing governing structures and other advisory councils, committees, and community-level councils as appropriate.

6. Additional responsibilities

- a. Implement the MDTA Scope of Work as outlined in this section;
- b. Abide by the governance structure outlined in the State Plan;
- c. Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”) as appropriate;
- d. Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant as appropriate;
- e. Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- f. Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws. Any requests for data will be shared to the extent permitted by State and Federal law.

B. MDEEC RESPONSIBILITIES

In assisting MDTA in implementing their tasks and activities as outlined above in the State’s Race to the Top-Early Learning Challenge application, MDEEC will:

1. Work collaboratively with, and support MDTA in carrying out the their Scope of Work as described;
2. Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for MDTA in the State Plan during the course of the project period and in accordance with MDTA’s Scope of Work, as identified above, and in accordance with MDTA’s Budget, as identified in section VIII of the State’s application;
3. Provide feedback on MDTA’s status updates, any interim reports, and project plans and products;
4. Keep MDTA informed of the status of the State’s Race to the Top-Early Learning Challenge grant project and seek input from MDTA where applicable, through the governance structure outlined in the State Plan;
5. Facilitate coordination across MDTA necessary to implement the State Plan; and
6. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. MDEEC and MDTA will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2. These key contacts from MDEEC and MDTA will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3. MDEEC and MDTA personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4. MDEEC and MDTA personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect MDTA, or when MDTA's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If MDEEC determines that MDTA is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDEEC will work with MDTA to resolve these issues.

V. MODIFICATIONS

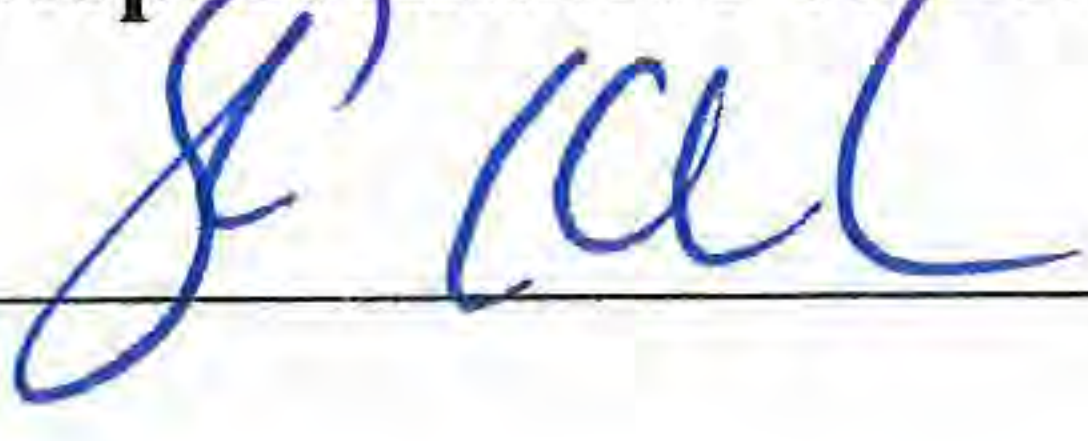
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

VI. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

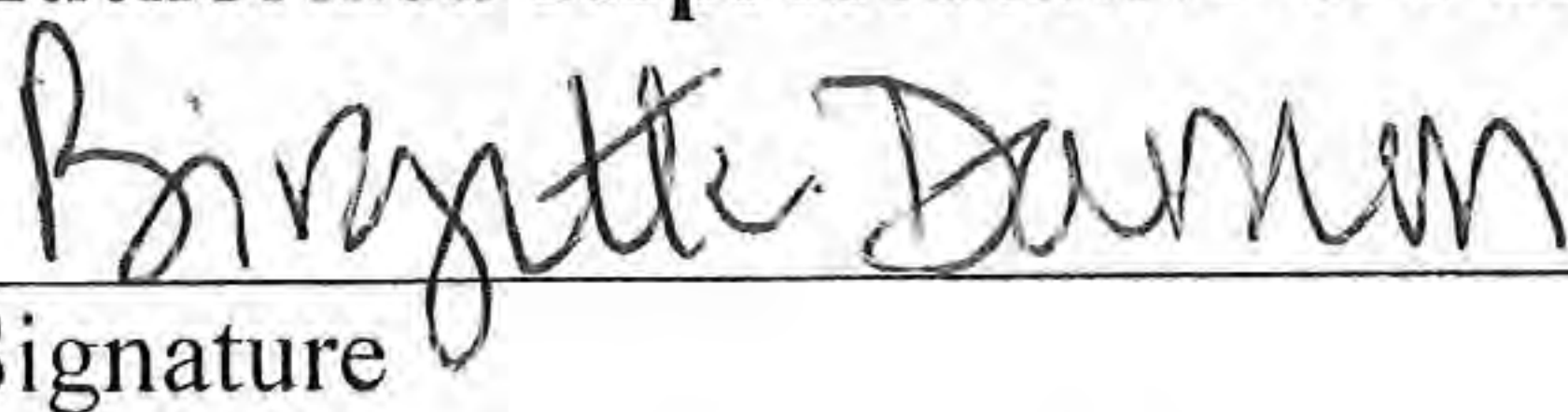
VII. SIGNATURES

Authorized Representative of Lead Agency:

Signature  Date 10/17/11

Sherri Killins, Ed.D
Commissioner, MA Department of Early Education and Care

Authorized Representative of Participating State Agency:

Signature  Date 10/13/11

Birgitta Damon, Deputy Commissioner, MA Department of Transitional Assistance

EXHIBIT I – DEPARTMENT OF TRANSITIONAL ASSISTANCE SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(2)	DTA	Build on existing screening mechanisms to ensure all children get an appropriate screen and access to available resources.
(C)(4)	DTA administered programs	Continue practice for determining eligibility for state supported voucher-based child care and refer families to EEC’s network of CCR&Rs.
	DTA staff	Ensure MDTA and MDEEC are working together to support priority populations in accessing services.
	DTA	Work as appropriate on Child Welfare Institute (Title IVE) to align training and technical assistance with MDEEC goals and objectives.
(D)(2)	DTA staff and personnel working in DTA administered programs	Develop relevant cross-training professional development opportunities with MDEEC.
(E)(2)	DTA administered programs	Data sharing through the ECIS consistent with federal and state privacy requirement.
	DTA	Develop data sharing agreements with MDEEC to share population-level data between agencies to enhance program development.
	DTA	Maintain communication with EEC and CCR&Rs about ongoing eligibility of families for voucher renewal.


10/17/11

Signature (*Authorized Representative of Lead Agency*) Date


10/13/11

Signature (*Authorized Representative of Participating State Agency*) Date

APPENDIX KK



Commonwealth of Massachusetts
Executive Office of Health and Human Services
Office for Refugees and Immigrants (ORI)

18 Tremont Street, Suite 1020

Boston, MA 02108

Tel: 617-727-7888 Fax: 617-727-1822 TTY: 617-727-8147

DEVAL L. PATRICK
Governor

TIMOTHY P. MURRAY
Lieutenant Governor

JUDYANN BIGBY, M.D.
Secretary

JOSIANE MARTINEZ
Executive Director

October 12, 2011

MEMORANDUM OF UNDERSTANDING

The Massachusetts Office for Refugees and Immigrants (ORI) welcomes the opportunity to collaborate with our partners at the Department of Early Education and Care (EEC). ORI is a state agency whose mission is to support the effective resettlement of refugees and immigrants in Massachusetts; to promote the full participation of these new Americans in the economic, civic, social, and cultural life of the Commonwealth, and to foster a public environment that recognizes and supports the ethnic and cultural diversity of the state. It is the lead state agency for coordinating policies that affect or serve refugee and immigrant populations. As the State Refugee Coordinator's Office, ORI administers the Massachusetts Refugee Resettlement Program, funded through the federal Office of Refugee Resettlement (ORR), which, through its network of refugee service providers, offers a comprehensive range of services for refugees including: cash and medical assistance, case management, employment and post-employment services, English language training for employment, vocational skills training, youth services and interpretation. ORI also administers ORR discretionary grants such as Refugee Elder Services and Refugee Preventive Health. ORI has a strong track record in building collaborations with other state agencies, mainstream providers, and local communities. In addition, ORI offers a richly diverse network of service providers who work with both large and small refugee and immigrant populations throughout the Commonwealth. ORI, an agency within the Executive Office of Health and Human Services, works closely with the Governor's Advisory Council for Refugees and Immigrants. ORI is overseen by its Executive Director, Josiane Martinez, who reports directly to the Executive Office of Health and Human Services.

ORI works closely with the Governor's Office and in partnership with such state agencies as the Executive Office for Elder Affairs, the Department of Mental Health, the Department of Public Health, the Department for Children and Families, the Department for Transitional Assistance and the Department of Early Education and Care (EEC) to increase refugee and immigrant access to mainstream services. ORI has developed a strong working relationship with the EEC and sits on its Headstart Advisory Board.

The Race to the Top-Early Learning Challenge grant project presents a wonderful opportunity for Massachusetts to expand and strengthen its system of early education and care while building

on existing state resources and programs. ORI recognizes the critical need for better coordination of statewide efforts to prepare children for school success by supporting and strengthening families and delivering critical health, development, early learning, school readiness, and family support services. Through this Memorandum of Understanding (MOU), we outline our planned joint efforts at creating a more comprehensive early learning and development system for high need families with young children from birth to age five.

It should be noted that this MOU is entered into by and between the Massachusetts Department of Early Education and Care, EEC (“Lead Agency”) and the Massachusetts Office for Refugees and Immigrants (ORI) (“Participating State Agency”). The purpose of this agreement is to establish a framework for collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

ORI hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - a) The Massachusetts Early Learning Guidelines for Infant and Toddler and the Massachusetts Curriculum Frameworks (including guidelines for pre-kindergarten and kindergarten);
 - b) Massachusetts licensing regulations (or non-licensable and license-exempt requirements) for centers and family child care homes, school-age care, and adoption, foster care, and residential care licensing;
 - c) The Massachusetts tiered Quality Rating and Improvement System (QRIS);
 - d) Massachusetts’ comprehensive approach to workforce development, including professional certification, core competencies and the state’s career ladder;
 - e) Massachusetts Readiness Centers, multipurpose and collaborative regional centers focused on improving instruction throughout the educational system;
 - f) Consistent with federal and state privacy requirements, data sharing through the Early Childhood Information System and the Statewide Longitudinal Data System; and
 - g) State recommended screening and formative assessment tools to assess children’s school readiness in kindergarten and track progress over time to inform teaching and learning.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

Collaboration between ORI and EEC allows for improvement of both the access to refugee and immigrant families in need of early education and care needs and the provision of bilingual/bicultural early education and care services. The collaboration will also establish a structure through which ORI can assist the EEC to: 1) develop a plan to strengthen access to EEC services for Limited English Proficient (LEP) populations, and 2) coordinate interpretation and translation services for the EEC central and regional offices as well as the EEC provider network by hiring one full time Program Coordinator/Early Education and Care Liaison at ORI to work at the local and state-wide level. The Program Coordinator will provide outreach to EEC state and regional offices, as well as the EEC provider network regarding the availability of translation and interpreting services. Cultural orientation training(s), especially in regard to the newest arrivals in Massachusetts, can also be provided as requested by EEC.

Through the Early Learning Challenge opportunity, ORI will support this partnership with the creation of this Program Coordinator/Early Education and Care Liaison position. ORI estimates this position to be one FTE at \$60,000 a year and an additional 34.92% (\$20,950) for fringe benefits and 8.7% (\$5,220) for indirect costs. To perform the duties listed in this MOU, this position will require travel expenses at approximately \$1,500 per year based on the state travel reimbursement rate of 45 cents per mile allowing for an estimated 275 miles of travel per month. This will sufficiently cover the travel needs of the position and will be needed in addition to the proposed salary.

ORI will support the Program Coordinator/Early Education and Care Liaison position with the following resources: office supplies, printing, postage, office space, and electricity, access to a computer, work station, office equipment and telephone, totaling approximately \$18,500 per year. Three ORI support staff will be available to assist the Program Coordinator with administrative duties and supervision will be provided by an ORI manager and Executive Director. Lastly, but most importantly, the Program Coordinator will have invaluable access to refugee and immigrant providers throughout the Commonwealth.

The work of the Early Education and Care Liaison will result in:

1. Increased awareness among the early education community of the needs of and benefits available to immigrant and refugee families and increased awareness among immigrant and refugee families of the early education options available to them via training through:

- Local level EEC grantees such as Coordinated Family and Community Engagement (CFCE), Child Care Resource and Referral Agencies (CCR&Rs), MASS211 and early education and care providers.
 - Diverse statewide network of refugee and immigrant community agencies on available EEC services.
 - Provide information to EEC service providers of Massachusetts Immigrant and Refugee Advocacy (MIRA) Coalition provider trainings regarding immigration status eligibility and corresponding benefits eligibility.
2. Strengthening the development of licensed early education programming in refugee and immigrant communities by identifying areas of need, providing information about the licensing process and the value of becoming licensed and partnering with EEC to support members of the refugee and immigrant community through the licensing process.
 3. Support for EEC's work related to Dual Language Learners by informing EEC of relevant policies, effective strategies, national models and the current work of ORI to support refugees and immigrants with provision of ESOL services through ORI service providers.
 4. Providing EEC with coordination of outreach and interpreter services including:
 - Translation service referral for non-English speaking families that interact with EEC to access services.
 - Coordination of the translation/interpretation of key documents such as policies, outreach materials, research surveys and any other necessary EEC materials.
 - Creating relationships and maintaining connections with ethnic media outlets for EEC media and outreach campaigns to inform diverse communities of early education and care needs and regulations.

Lastly, ORI agrees to:

- 1) Implement the Scope of Work as outlined above and identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the budget included in section VIII of the State Plan;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned and/or developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information, including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. MDEEC RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the EEC will:

- 1) Work collaboratively with, and support ORI in carrying out the Scope of Work as described;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for ORI in the State Plan during the course of the project period and in accordance with the Scope of Work, as identified above, and in accordance with the budget, as identified in section VIII of the State's application;
- 3) Provide feedback on ORI's status updates, any interim reports, and project plans and products;
- 4) Keep ORI informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from ORI, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination with ORI as necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) EEC and ORI will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from EEC and ORI will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) EEC and ORI will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) EEC and ORI personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect ORI, or when ORI's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If EEC determines that ORI is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, EEC will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between EEC and ORI or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

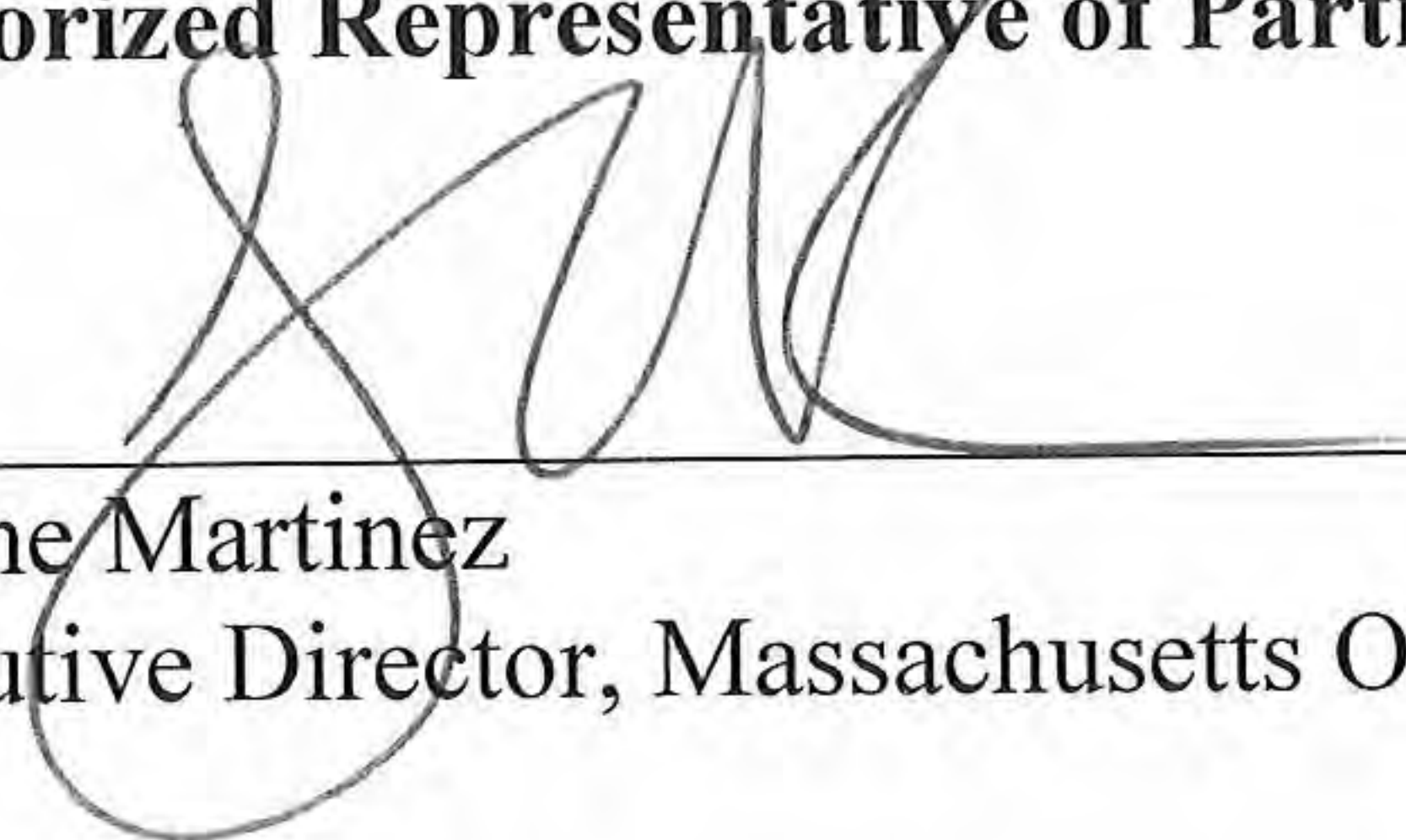
V. SIGNATURES

Authorized Representative of Lead Agency:



Date 10/17/11
Sherri Killins
Commissioner, MA Department of Early Education and Care

Authorized Representative of Participating State Agency:



Date 10/12/11
Josiane Martinez
Executive Director, Massachusetts Office for Refugees and Immigrants


EXHIBIT I – OFFICE OF REFUGEES AND IMIGRANTS SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(4)	Program Coordinator/Early Education and Care Liaison	Increase awareness among early education community of the needs of and benefits available to immigrant and refugee families
	Program Coordinator/Early Education and Care Liaison	Strengthen the development of licensed early education programming in refugee and immigrant communities
	Program Coordinator/Early Education and Care Liaison	Support EEC's work related to Dual Language Learners
	Program Coordinator/Early Education and Care Liaison	Provide EEC with coordination of outreach and interpreter services



 Signature (*Authorized Representative of Lead Agency*) Date 10/17/11



 Signature (*Authorized Representative of Participating State Agency*) Date 10/12/11

APPENDIX LL

Appendix LL

Below is a list of letters in support of this application from 62 of organizations, including Early Learning Intermediary Organizations, State Legislative leaders, professional unions, IHEs, early learning advocacy organizations, public schools and a host of other committed stakeholders.

Following are the complete letters in alphabetical order (as listed here).

MA Senate President

MA House Speaker Robert DeLeo

Joint Committee on Education

Alliance of YMCAs

Associated Early Education and Care

Associated Industries of MA

Barr Foundation

Berkshire United Way

Boston Children's Museum

Boston Public Schools

Bridgewater State University

Cambridge Public Schools

Catholic Charities

Community Advocates for Young Learners
(CAYL) Institute

Davis Foundation

Early Intervention

Everett Public Schools

Federation for Children with Special Needs

Holyoke Public Schools

Lawrence Public Schools

Lowell Community Charter Public School

Ludlow Public Schools

MA Association of School Committees

MA Association of School Superintendents

MA Association for Community Action

MA Association of Community Partnerships
for Children

MA Business Roundtable

MA Child Care Resource & Referral
Agencies

MA Chapter American Association of
Pediatrics

MA Elementary School Principals
Association

MA Elementary School Principals
Association with MA Head Start
Association

MA Executive Office of Community
Colleges

MA Teachers Association

Appendix LL

MA Association for Early Education and Care

MA Afterschool Partnership

MassAEYC

Massachusetts Business Alliance for Education

Medford Public Schools

MA Head Start Association

Massachusetts Immigrant and Refugee Advocacy Coalition

North Essex Community College

Northampton Public Schools

Parents Alliance for Catholic Education

Parent Child Home Program

Raising a Reader

Reach Out and Read

Readiness Centers

SEIU – Local 509

Strategies for Children/Early Education for All

South Hadley Public Schools

Southbridge Public Schools

Springfield Public Schools

Taunton Public Schools

Thrive in 5

Together 4 Kids

United Way Central MA

United Way MA Bay and Merrimac Valley

Urban College

Ware Public Schools

Watertown Public Schools

West Springfield Public Schools

Wheelock College

Worcester Public Schools



THERESE MURRAY
PRESIDENT

OFFICE OF THE PRESIDENT
MASSACHUSETTS SENATE

STATE HOUSE, BOSTON 02133-1007

ROOM 332
TEL. (617) 722-1500

October 14, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

The Massachusetts Legislature strongly believes that individual families and all citizens are well-served by investments in children's early learning and development to promote greater school and life success. Most recently, \$200,000 was included in the FY12 supplement budget to support the development of a statewide kindergarten entry assessment. I am excited by the *Race to the Top—Early Learning Challenge* (RTTT-ELC) and the unprecedented opportunity to strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5. The Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. As a key partner in moving the Commonwealth's vision forward, I submit this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." Effective governance is critical to achieving these goals. The Legislature has taken decisive steps to establish an aligned and comprehensive system that supports young children's growth and development through *An Act Relative to Early Education and Care*, the creation of the nation's first Department of Early Education and Care (EEC), and sustained investments in early learning settings, despite severe economic constraints.

I believe the Commonwealth's early learning and development reform agenda, as detailed in the RTTT-ELC application, builds on this existing foundation of systemic connectivity. It is an aggressive, yet appropriate plan for augmenting EEC's ongoing work to improve child outcomes through investments in program quality, teacher quality, and family/community engagement. It accounts for significant progress that has been made in establishing a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap. Specifically, I endorse the following:

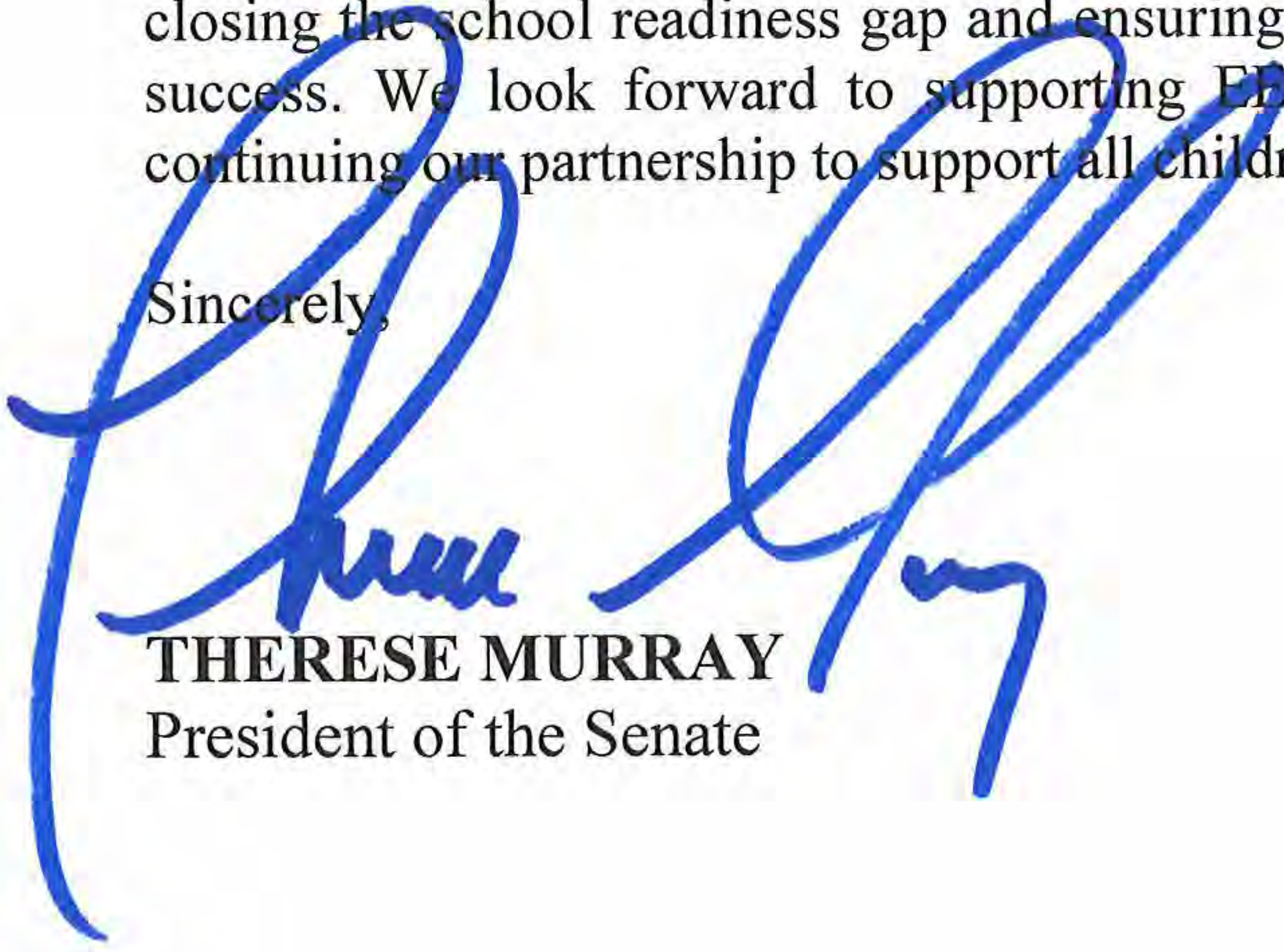
1. Support and training on *Massachusetts Early Learning Guidelines for Infants and Toddlers* and *Massachusetts Curriculum Frameworks* (incorporating the common core standards).
2. **Universal screening** for all children in licensed and licensed-exempt early education and care programs (and community based programs through trustee relationships).

3. Increased participation in the **quality rating and improvement system (QRIS)** among early education and care and school-age programs, as well as state aid for quality improvements.
4. Implementation of the **Massachusetts Early Learning and Development (MELD) Assessment system** from pre-k to grade three, including **Kindergarten Entry Assessments**.
5. Expanded **family literacy engagement models** and inclusion of **STEM** in early learning programs through innovative public-private partnerships.
6. Increased rigor in the provision and evaluation of professional development through **peer coaching and mentoring, Educator Provide Support grants, and Readiness Centers**.
7. Data collection and information sharing through the **Early Childhood Information System (ECIS)** to align practices across agencies and programs and better target services for families.
8. Strong educational partnerships from birth-to-20 and across social service sectors to improve community services and address out-of-school time challenges through **wrap-around zones**.
9. Greater knowledge and understanding, especially among young families, on strategies for supporting children's early learning and development through **public awareness campaigns**.

The Massachusetts Legislature recognizes that many of the initiatives described above have already been implemented, such as the *Massachusetts Curriculum Frameworks*, the QRIS, and initiatives geared toward family literacy and STEM. The state is fully committed to this work regardless of the outcome of RTTT-ELC application process. New federal dollars are expected to provide for the expansion and continued improvement of policies and programs that serve children, especially high-needs children. Included in the state's early learning and development reform agenda, however, are also new initiatives that will provide for greater system integration. Notably, the state seeks to strengthen school and community linkages through wrap-around zones, improve data collection and data sharing through a fully realized Early Childhood Information System (ECIS), and support the rigorous formative assessment of children's learning progress, particularly in their kindergarten year, to improve classroom practice and help guide professional development.

The RTTT-ELC will allow the commonwealth to expand on past efforts and focus more deliberately on closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school success. We look forward to supporting EDC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



THERESE MURRAY
President of the Senate



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1008

ROBERT A. DELEO
Speaker

ROOM 356
OFFICE PHONE
(617) 722-2500

October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

Please accept this letter in support of the Commonwealth's application for a grant under the *Race to the Top-Early Learning Challenge* (RTTT-ELC).

My colleagues and I regard RTTT-ELC as a unique and exciting opportunity to make a significant and rapid advance on many key elements of our policy agenda for the youngest, and very often neediest, children in the Commonwealth. As you know, the Massachusetts General Court has been an enthusiastic advocate and partner with three consecutive state administrations in the creation and development of a truly coordinated system of high quality, early education and care here in the Commonwealth. We began a new era in our work several years ago by putting in place a governance structure appropriate to our overall goal of creating a universally accessible, high quality system of early education and care that is well aligned with the overall education system of the Commonwealth. In the intervening years we have made incremental progress in areas such as: improved professional development opportunities for early educators; higher quality educational program standards; an improved information gathering apparatus and technology infrastructure; the development of a quality rating and improvement system (QRIS), and; the development and promotion of assessment tools to promote the school readiness of all our young children.

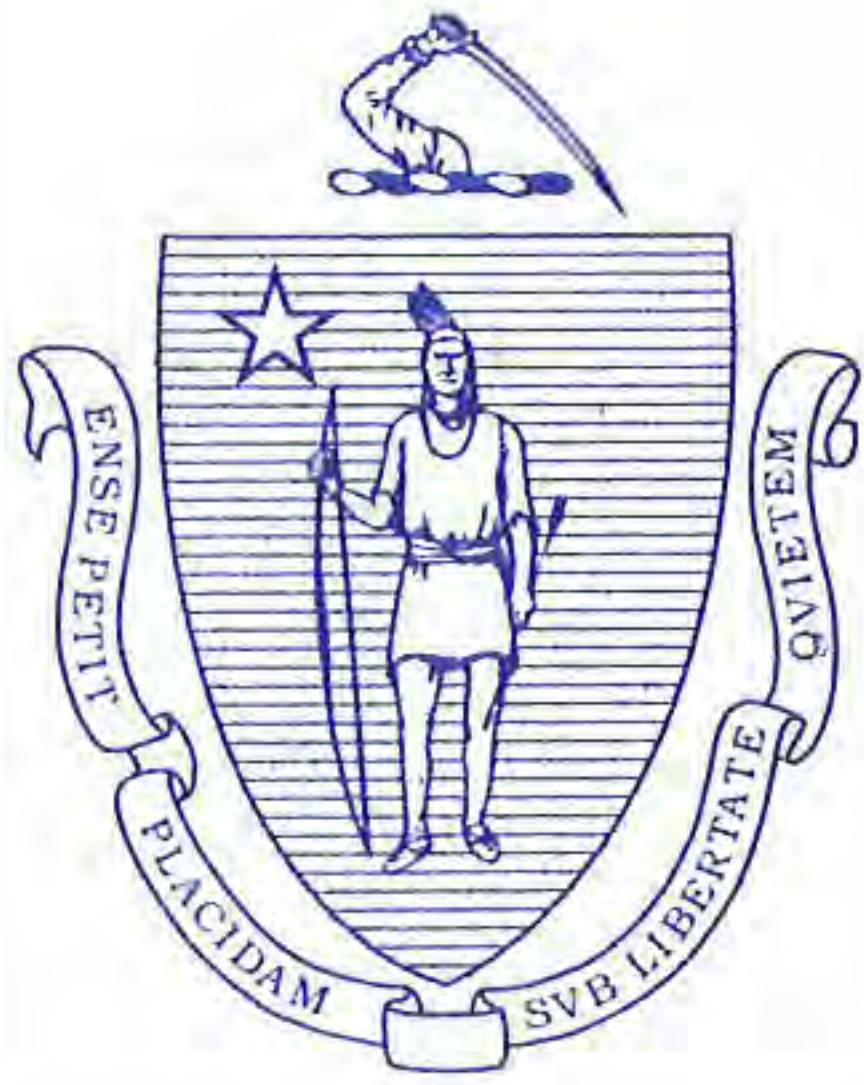
The Massachusetts House of Representatives is, of course, very proud of the progress we have made. However, we are also painfully aware of the limitation that our recent fiscal crisis has placed on our ability to make greater strategic and tactical gains in our effort to promote system coordination and program quality improvements. We believe that we have positioned the Commonwealth well to benefit from the type of federal initiative that the RTTT-ELC represents. The goals of RTTT-ELC and our goals are very well aligned and complimentary. I enthusiastically join you in pursuit of this unique opportunity and look forward to working with you to take full advantage of all it represents if we are successful.

Please do not hesitate to call if I can further assist you in your effort to coordinate our state application and thereby advance our common policy agenda.

Very truly yours,

A handwritten signature in blue ink, appearing to read "R. DeLeo".

ROBERT A. DeLEO
Speaker of the House



The Commonwealth of Massachusetts
Joint Committee on Education
State House, Boston 02133-1054

REPRESENTATIVE

ALICE H. PEISCH

CHAIR

ROOM 473G, STATE HOUSE

TEL. (617) 722-2070

SENATOR

SONIA CHANG-DÍAZ

CHAIR

ROOM 413C, STATE HOUSE

TEL. (617) 722-1673

October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts residents. We understand that the Massachusetts Department of Early Education and Care (EEC), under Governor Deval Patrick’s direction, has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. As Chairs and members of the Joint Committee on Education, we strongly support the state’s commitment to early learning and development. An aggressive plan is needed to close school readiness gaps and improve outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

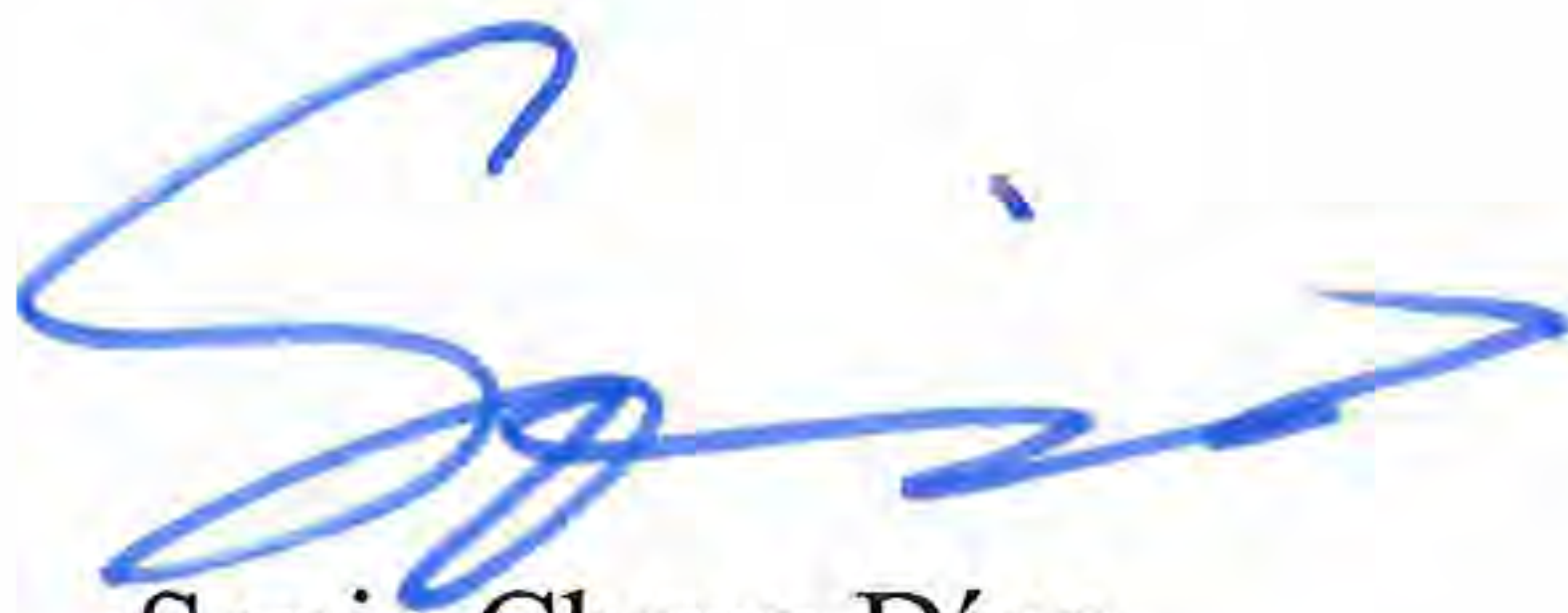
We on the Joint Committee on Education regularly collaborate with the EEC to address policy issues facing our state’s youngest residents. The Department serves as a key partner in our efforts to increase reading proficiency by third grade, through helping us to understand language and literacy development from birth through age five. Furthermore, we appreciate the efforts of the Department in seeking out the advice and input of the Legislature as we work together to increase kindergarten readiness and close the achievement gap.

As stated in the RTTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implementation of a comprehensive assessment system;
2. Engaging and strengthening communities and families;
3. Support for workforce development and increased compensation;
4. Improvement of program quality (primarily through the QRIS);
5. Linking schools and communities to promote healthy child development; and
6. Building data systems to support infrastructure.

We believe that the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest residents are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and residents across the Commonwealth.

Sincerely,



Sonia Chang-Díaz
2nd Suffolk District
Senate Chair
Joint Committee on Education



Alice Hanlon Peisch
14th Norfolk District
House Chair
Joint Committee on Education

David B. Sullivan
6th Bristol District
House Vice-Chair
Joint Committee on Education

Denise C. Garlick
State Representative
13th Norfolk District

Jennifer E. Benson
State Representative
37th Middlesex District

Geraldine Creedon
State Representative
11th Plymouth District

Kimberly N. Ferguson
State Representative
1st Worcester District

David T. Vieira
State Representative
3rd Barnstable District

Sal DiDomenico
State Senator
Middlesex, Suffolk, and Essex

**Alliance of Massachusetts YMCAs
14 Beacon Street
Boston, MA 02108**

Michael P. Cahill, Executive Director

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

The Alliance of Massachusetts YMCAs is pleased to support the Commonwealth's application for the *Race to the Top–Early Learning Challenge* (RTTT-ELC) to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. We understand that, under Governor Deval Patrick's direction, the Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Alliance of Massachusetts YMCAs strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The 32 YMCAs in Massachusetts provide a full spectrum of services to children and families. We anticipate that the RTTT-ELC grant will enable us to strengthen and broaden our partnerships with EEC, particularly in the areas of family engagement; collaborations with schools; and our ability to leverage private funding. In a recent fiscal year, the YMCAs in Massachusetts were able to raise over \$7 million dollars in our communities to support our programs serving children, families and youth. YMCAs are enthusiastic early participants in the QRIS, and look forward to the Commonwealth being able to provide further technical supports as we move up through the system.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

The Alliance of Massachusetts YMCAs believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Michael P. Cahill

Executive Director

Alliance of Massachusetts YMCAs



October 11, 2011

Sherri Killins, Ed.D
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street
Boston, MA 02210

95 Berkeley Street
Suite 306
Boston, MA 02116

T 617.695.0700
F 617.695.9590

Dear Commissioner Killins:

We are writing in support of the Massachusetts' application for *Race to the Top –Early Learning Challenge* (RTTT-ELC). As a direct provider of early education services in the Greater Boston area, Associated knows full well the importance of Massachusetts' ongoing progress and efforts in building a state-wide system of early learning that fosters positive child growth and development, leading to a more prosperous future for all Massachusetts' residents.

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Wayne Ysaguirre
President & CEO

Associated Early Care and Education is one of the oldest child care organizations in the country and the largest nonprofit early education provider in the Commonwealth. Moreover, Associated cares for the children most at-risk – very low-income and minority children. It does so while setting the standard for quality care and the pace for innovation. In doing so, Associated partners closely with the Department of Early Education and Care in its efforts to improve the quality of all early learning programs in Massachusetts. We are currently at the forefront of some of the Department's highest priorities, including, as an organization where every center is NAEYC Accredited, the state's new Quality Rating Improvement System, academic credentialing for care givers, coordination with the K-12 public education system and school readiness. We are pleased to be a strong partner in all of these endeavors.

The Massachusetts plan in the application leverages a strong foundation of programs and services for young children with current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Inherent in the plan are elements that are key in making the real difference in the lives of our youngest citizens and their families. Its strengths lie in the following areas:





Sherri Killins, Ed.D.

October 11, 2011

Page 2

- Design and implementation of a comprehensive assessment system;
- Engagement with and strengthening of communities and families;
- Support of workforce development and alignment of increase compensation;
- Improvement of program quality (primarily through QRIS);
- Linkage of schools and communities to promote healthy child development; and
- Building data systems to support infrastructure.

I fully support Massachusetts' application for an Early Learning Challenge grant and urge funding to the Commonwealth at the full \$50 million. With Massachusetts already committed to creating a state-wide system of high-quality early education and care, this award would go a long way in supporting the Commonwealth as it works decisively toward closing the achievement gap by making all of our children ready for school. If we really want to bridge the achievement gap for the next generation, high quality early education programs are a proven and lasting solution.

Sincerely,

Wayne Ysaguirre
President & CEO



Leadership is our business

Associated Industries of Massachusetts

222 Berkeley Street | P.O. Box 763

Boston, MA 02117-0763

www.aimnet.org | 617.262.1180 | fax 617.536.6785

October 12, 2011

Sherri Killins, Ed.D.
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Killins:

Associated Industries of Massachusetts is pleased to offer its support, and that of our 6,000 employer members across the Commonwealth, to the Massachusetts Department of Early Education and Care (EEC) as the lead agency in our state's application to the Race to the Top–Early Learning Challenge. The business community in Massachusetts has long advocated greater commitment to early learning as the surest and most cost-effective way to address school readiness gaps and improve outcomes for all children, especially high needs children. The plan presented in the state's RTTT-ELC is an aggressive yet realistic approach that will lead to a more prosperous future for all Massachusetts citizens.

Associated Industries of Massachusetts (AIM), founded in 1915, is the state's leading employer organization, representing members of all sizes in virtually every sector of the economy. AIM's mission is to promote a healthy business climate, proactively advocating for fair and equitable public policy, and providing relevant, reliable information and excellent services on behalf of our membership. Education has historically been a matter of great concern for us, as a well-educated population and a highly-skilled workforce are the foundations of our state's economy. AIM in its role of state-level advocacy, and our members in hundreds of communities throughout Massachusetts (and particularly in our industrial cities) will work to advance the RTTT-ELC effort on both levels.

The goal set forth in the RTTT-ELC application is of central importance to our state: "to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan follows the model of our most successful local industries, including comprehensive assessment and data systems, close relationships with customers (communities and families), and a strong emphasis on quality processes and outcomes supported by a commitment to high skills and workforce development.

AIM believes the plan laid out in the state's early learning and development reform agenda represents a crucial opportunity to move toward closing the school readiness gap and ensuring that all of our youngest citizens are prepared for success in school and life. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick", written in a cursive style.

Richard C. Lord
President and
Chief Executive Officer

RCL/jaf

October 12, 2011

Ms. Sherri Killins, Ed.D.
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

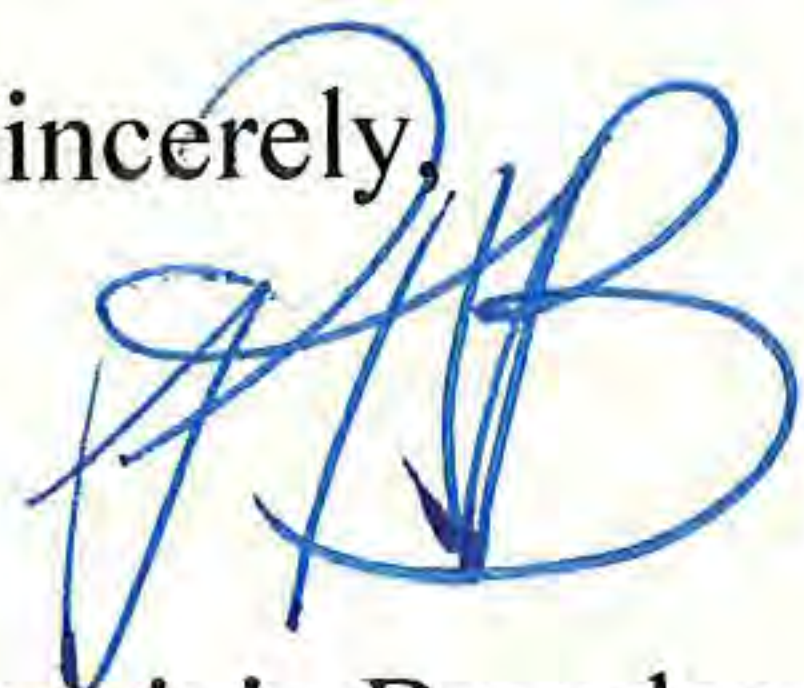
I am writing with enthusiastic support for Massachusetts' application for the Race to the Top--Early Learning Challenge. This competition offers an important opportunity to build on the State's ongoing work to develop a comprehensive early care and education system that promotes positive child growth and development, leading to better outcomes for children and families as well as a more prosperous future for all Massachusetts residents.

As you know, Massachusetts students score among the highest in the nation on standardized tests and the Boston Public Schools, the largest district in the state, is ranked as one of the best urban districts nationwide. Yet in Boston, where the majority of students are low-income and of color, only 14.4% of ninth graders in the district will graduate and complete a college degree in seven years.

We know that high quality early care and education can put children on the path to college and career success, and transformational efforts are taking root in Boston and Massachusetts. Building on the establishment of the Department of Early Education and Care in 2005, the first in the nation, Massachusetts has approved and funded universal pre-kindergarten legislation, launched a Quality Rating and Improvement System that improves quality in all private and public settings, and is planning an Early Childhood Information System that will align practices among State agencies to better meet the needs of children and families. We are excited by and supportive of the State's plans, as outlined in its proposal, to promote rigorous formative assessment of young children's learning progress, particularly in their kindergarten year, improve data collection and data sharing, and strengthen linkages to school and community.

The Barr Foundation, New England's largest private foundation, is committed to a vibrant, just, and sustainable world with hopeful futures for children. In service of this vision, we have been making investments in early education since our founding in 2000. Following Massachusetts' successful Race to the Top application, Boston and the State are already moving to bridge our early and elementary education systems. We sincerely hope that the Massachusetts proposal will be funded so that we can deepen and accelerate this work. It is our best hope for closing the school readiness gap and ensuring our youngest residents are prepared for lasting success in school and life.

Sincerely,



Patricia Brandes
Executive Director

Berkshire United Way
200 South Street
Pittsfield, MA 01201
413.442.6948
www.berkshireunitedway.org

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President and CEO

Kristine Hazzard

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

Thank you for taking the time to speak with our group recently about the exciting work being done by your department and your partners all over the Commonwealth. We were particularly excited to hear about the opportunities presented by the Race to the Top—Early Learning Challenge (RTTT-ELC). We view this as a critically important chance to support system building efforts that foster positive child growth and development, which is the key to improving quality of life for all citizens. We understand that Governor Patrick has named the Massachusetts Department of Early Education and Care (EEC) as the lead agency for the RTTT-ELC application, and we can clearly see that EEC is well positioned to compete for funding. Berkshire Priorities strongly supports the state's early learning and development reform agenda. After meeting with you and reviewing all of the information you have provided, we believe you have laid out an aggressive yet achievable plan for closing the school readiness gaps which have frustrated all of us for so many years. We recognize that this work has the potential to improve outcomes for all children, especially high needs children. With all of this in mind, we are pleased to submit this letter of support.

Berkshire Priorities, in Partnership with Berkshire United Way, was formed in July, 2010. Berkshire Priorities' (BP) was inspired to "work differently" by aligning cross-sector organizations and investments along common goals and measurements based on data regarding community conditions. BP is a volunteer initiative driven by community leaders who share the community aspiration, "Making Berkshire County a community of hope and opportunity, where every individual and family lives, works and thrives."

BP's purpose and role is to:

- Work in partnerships across the community to engage stakeholders and support effective, results-oriented activities.
- Guide the community to strategically and aggressively create sustained improvements.
- Consider innovative approaches to address complex community problems; create systemic, locally-based solutions.
- Create a neutral space for a broad dialogue to rally and align resources to achieve solutions to address priority community conditions.

Berkshire United Way
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- Ensure that priority focus is given to issues which leverage and/or impact other areas.
- Support Berkshire Benchmarks, a program of BRPC, as the source for data by which we will gauge current community conditions, improvement processes and progress toward achieving the community aspiration.

After extensive review of national and regional data, members of BP agreed that a focus on improvements in early childhood development and education was the highest leverage work that we could take on. We have looked at numerous studies pointing to the clear link between the quality of learning in the early childhood years, ages 0 to 5, and success throughout one's life.

In 2011 Berkshire Priorities decided to align our work in Berkshire County and in Pittsfield with the initiatives being pursued by the EEC. BP is currently evaluating best practices to enhance early childhood development and learning and is considering opportunities to improve access to high quality early childhood education. BP is mindful that Berkshire County has an exceptionally high rate of children living in poverty, 34.5% vs. MA average of 11.9%.

Our growing network of committed partners includes BP members:

- John Bissell, Executive Vice President, Greylock Federal Credit Union
- Debra Blatt, Principal and Owner, Group Restoration
- Ruth Blodgett, Senior Vice President, Berkshire Health Systems
- Jeff Doscher, Executive Director, Berkshire Community College Foundation
- Susan Lombard, Community Volunteer
- Denise Marshall, CFO, South Adams Savings Bank
- Elizabeth Neale, President, School Leader's Network
- Kristine Hazzard, President and CEO, Berkshire United Way
- Michael Supranowicz, President and CEO, Berkshire Chamber of Commerce
- Shirley Edgerton, MA Department of Developmental Services and Director, Youth Alive
- Nathaniel Karns, Executive Director, Berkshire Regional Planning Commission
- Jennifer Dowley, Executive Director, Berkshire Taconic Community Foundation Inc.

And community leaders:

- Dr. Howard (Jake) Eberwein, Superintendent of Pittsfield Public Schools
- Mayor James Ruberto

We continue to expand our partnerships in the community which currently also include the Early Childhood Think Tank and the Compact for Higher Education. This diverse group of business and community leaders has come together with tremendous energy and commitment because we recognize that only by working across boundaries can we truly effect meaningful improvements to our quality of life.

While the challenges of improving early childhood education are profound, especially for high risk families, the RTT-ELC application details an approach to this challenge that we find logical and workable. Namely, the RTT-ELC will provide:

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www.berkshireunitedway.org

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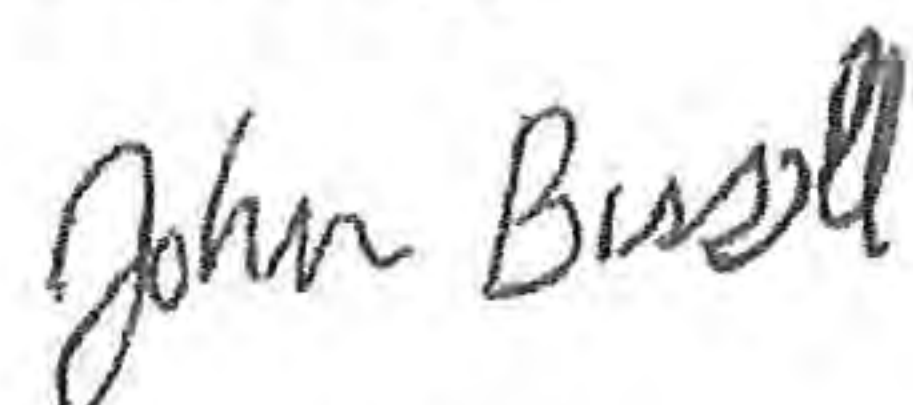
“...an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.”

We know that if we can prepare children better for kindergarten, our whole community will benefit from their improved educational attainment. The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development;
4. Improve program quality (primarily through the QRIS) – BP recently voted to require that all early childhood programs we fund must participate in the QRIS initiative
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Berkshire Priorities believes the very thorough and high-quality plans detailed in the state’s early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



John Bissell
Executive Vice President
Greylock Federal Credit Union
Chair, Berkshire Priorities



**BOSTON
CHILDREN'S
MUSEUM**

October 7, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top—Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Boston Children's Museum strongly supports the state's early learning and development reform agenda. It is an aggressive yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, Boston Children's Museum is pleased to submit this letter of support.

Boston Children's Museum (BCM) is the second oldest and one of the largest, most respected and emulated children's museums in the world. BCM exists to help children and their families understand and enjoy the world in which they live. It is a private, nonprofit educational institution that is recognized internationally as a research and development center and pacesetter for children's exhibitions, educational programs and curriculum. Founded in 1913, BCM engages families and builds communities to make a difference in children's lives. We want all children to grow up as creative, curious learners who live healthy lives in sustainable communities. We want all children to be ready for school and ready to succeed as active, global citizens. We see the Museum as providing leadership for a growing worldwide children's museum movement by translating research into action; and developing innovative, replicable hands-on learning resources for all children and parents.

Because we believe that all families deserve a safe place to play and benefit from playing together and talking about their experiences in the highly enriched environment of BCM, we are aligning new programs and exhibits to make a difference. BCM has made a deep commitment to helping all families - both children and adults - get ready to be successful in school.

Currently, we are leveraging several large federal grants to engage in community building partnerships with agencies such as Boston Community Partnerships for Children, ABCD Head Start, Thrive in Five, United Way Mass Bay, the City of Boston, the Boston Public Schools, the Boston Public Library, Boston Centers for Youth and Families, Dudley Street Neighborhood Initiative's Boston Promise Neighborhoods (as part of their planning grant from the US Department of Education Promise Initiative), and more.

In August of 2010 we opened *Countdown to Kindergarten* (CDTK), a critical new permanent exhibit that helps us to address the pervasive academic achievement gap by reaching out to thousands of children – and their families – across the city. Many years in the making, this model classroom welcomes children to take part in a typical kindergarten experience, while welcoming adults to use multi-lingual media to ask virtual teachers questions they may have about kindergarten. The CDTK classroom includes a math and science area, a dramatic play area, a reading and writing corner, and a creative arts area. Parents and teachers are offered numerous resources to support many aspects of a child's development including curiosity, social and emotional maturity, independence skills, and physical health.

Countdown to Kindergarten programs proactively reach out to Boston families through School Readiness Family Nights and a participatory play, "D.W. Counts Down to Kindergarten," based on the popular WGBH and Marc Brown "Arthur™" characters. With funding from the federal Institute for Museum and Library Services and many local foundations, the *Countdown to Kindergarten* exhibit is the physical centerpiece of the City's school readiness initiative. The programs, conducted in partnership with the City of Boston's Thrive in Five initiative, strive to ensure that all Boston children enter kindergarten prepared and ready to learn.

BCM is pleased to know that after years of nurturing systemic partnerships with key citywide agencies we are now fully aligned and applying our resources to making a significant difference for families in Boston. We are ready and eager to work in partnerships with children's museums across Massachusetts to implement our school readiness strategies state-wide.

The Department's plan builds on an existing programs and networks to improve child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Boston Children's Museum believes the high-quality plans detailed in the Commonwealth's early learning and development reform agenda represents a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We support EEC and the participating agencies in this important work, and to continuing our partnerships to support all children, families, and citizens across the Commonwealth.

Sincerely,



Carole Charnow
President and CEO
Boston Children's Museum

BOSTON PUBLIC SCHOOLS



OFFICE OF THE SUPERINTENDENT

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts’ early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Boston Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts’ high-quality plan and are excited to work with the State to develop a practical assessment system that allows for school flexibility and statewide analysis. Toward this end, we are submitting this letter of support to work with DEEC to develop appropriate measures for our youngest learners.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student’s transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state’s decision to use item analysis to develop a common metric of children’s school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR, and local school measures such as the Expressive Vocabulary Test and DIBELS), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children’s learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children’s growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and piloting out appropriate formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in cursive script that reads "Carol R. Johnson". The signature is written in black ink and is positioned above the typed name.

Carol R. Johnson
Superintendent

Department of Elementary And Early Childhood Education

BRIDGEWATER STATE UNIVERSITY

Bridgewater, MA 02325

October 17, 2011

Sherri Killins, Ed.D.
Commissioner, Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system-building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding.

The Massachusetts Association of Early Childhood Teacher Educators (MAECTE), an association of higher education faculty preparing the next generation of early childhood educators, strongly supports the state’s commitment to early learning and development reform. It is an aggressive plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. It will need strong and consistent input regarding best practices to be implemented properly. Toward this end, we are submitting this letter of support. MAECTE has been active at all levels of state policy and implementation regarding early childhood issues, including having representation on the EEC Advisory Board. We have helped EEC educate legislators regarding early childhood priorities, and we have partnered with EEC in getting more of the early childhood workforce into degree-granting programs and helping them successfully matriculate. As EEC partners who work both with the private preschool workforce and those educators seeking public school licensure, we can play a pivotal role in increasing the number of high-quality programs in the birth-5 world as well as the early grades, and we can inform efforts to make sure that early childhood best practices are not lost as we put in place mechanisms to increase learning outcomes in young children and better track progress.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system, one that emphasizes using data to improve classroom practices on an ongoing basis rather than to judge children or programs;

Department of Elementary And Early Childhood Education

BRIDGEWATER STATE UNIVERSITY

Bridgewater, MA 02325

2. Engage and strengthen communities and families, so that supports for children's success don't stop at the classroom door;
3. Support workforce development, so that more educators are competent at providing quality programming. Tied to this is our support for an early childhood career lattice, so that educators have ways of putting their advanced skills to broader use, and recognition of the urgency of providing increased compensation, so educators who believe in being part of a professionalized workforce can earn a living wage for their efforts;
4. Improve program quality (primarily through the QRIS), so that programs commit themselves to ongoing improvement and are accountable for documenting their efforts, and so that improved practices increasingly emanate from the bottom up;
5. Link schools and community-based programs, so early-childhood practices are maintained across the public-private interface; and
6. Build data systems to support infrastructure, so that progress can be adequately monitored and documented without becoming an end in itself.

MAECTE believes the initiatives detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We are anxious to work with EEC and all the other stakeholders to make sure these reform initiatives are implemented in ways that recognize the unique strengths and learning needs of young children and how to support their optimal growth. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

X Greg Nelson

Greg Nelson
Professor, Bridgewater State University

Dr. Greg Nelson
Professor of Early Childhood Education, Bridgewater State University and
President, MAECTE

CAMBRIDGE PUBLIC SCHOOLS



JEFFREY M. YOUNG, Ed.D.
Superintendent of Schools

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141
Telephone: (617) 349-6494 • Email: jyoung@cpsd.us

October 14, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Cambridge Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

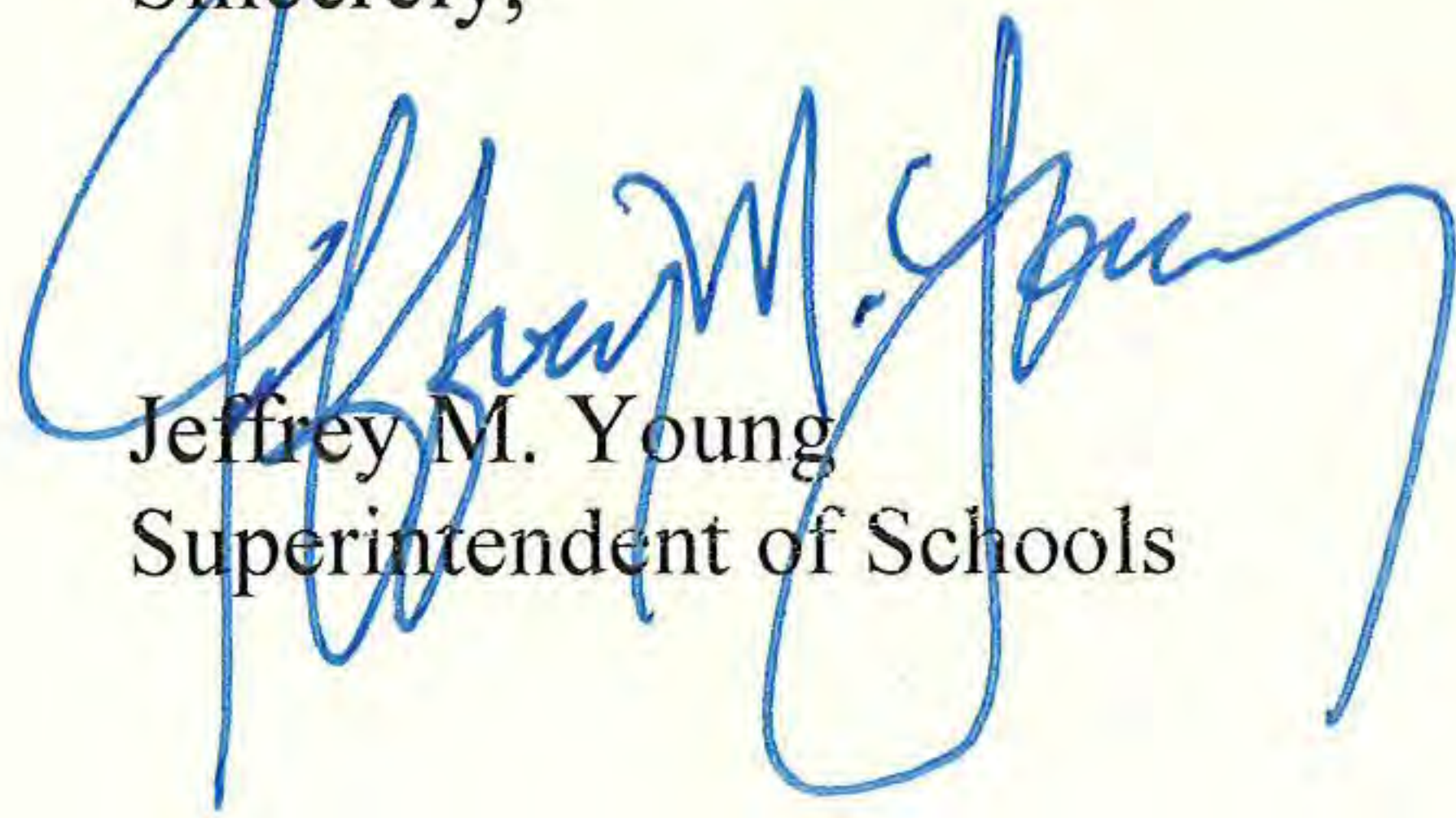
Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey M. Young". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jeffrey M. Young
Superintendent of Schools

October 7, 2011

Sherri Killins, Ed.D.
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

I am writing this letter in support of the Massachusetts application for the federal *Race to the Top – Early Learning Challenge* grant. This competitive grant offers an exciting opportunity to build on your department's impressive list of efforts and accomplishments toward developing a comprehensive system of high quality early education in Massachusetts, aligned with the K through 12 education system, and to complement the work already undertaken in the first successful *Race to the Top* application.

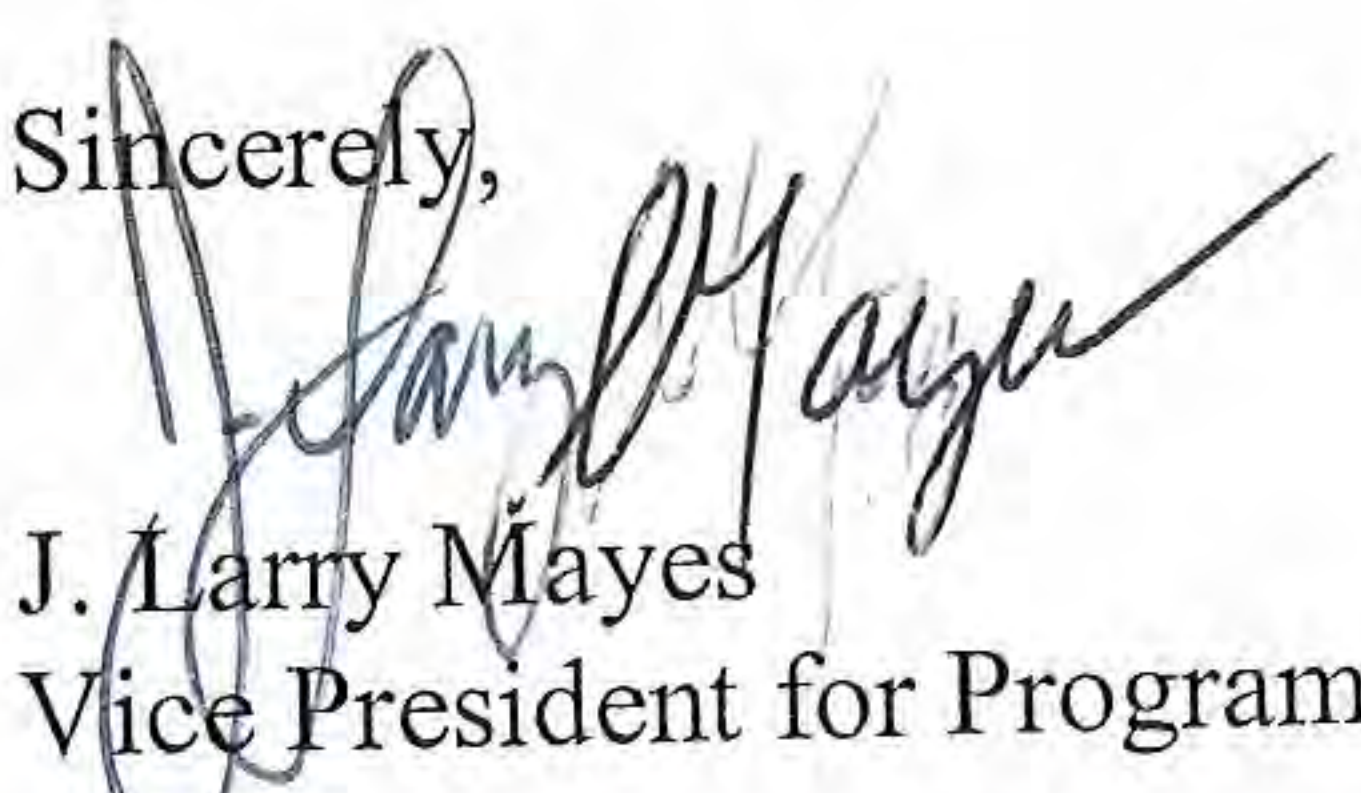
Catholic Charities child care programs serve over 1100 children and their families, 85% of which are low income, in the highest need cities in eastern Massachusetts. Our programs are all NAEYC accredited, they participate in the tiered Quality Rating and Improvement System (QRIS), and some are Universal PreK quality grant recipients. We applaud your department's focus on promoting quality in all settings where children learn, throughout the mixed delivery system of private and public providers.

We also support your department's goal of ensuring that all children who receive state funds attend high quality programs. We believe that children from low income families deserve the same high quality education opportunities as their more affluent peers. We are encouraged that your plan for the grant includes implementing a comprehensive assessment system, strengthening families, improving program quality, linking schools and communities to promote healthy child development, building data systems to support infrastructure, and especially supporting workforce development and increased compensation., which has long been a goal of our child care division.

For these reasons, Catholic Charities enthusiastically supports Massachusetts' application for an *Early Learning Challenge* grant, and urges the federal government to fund Massachusetts at the full \$50 million for which the commonwealth is eligible. Massachusetts, with your department's leadership, and with the support of the early childhood community and educational infrastructure, has the ability to use the grant to full advantage to accelerate quality in our early education system and make dramatic strides in closing the achievement gap for our neediest children.

Catholic Charities pledges to partner with you and other participating agencies in this most important endeavor.

Sincerely,



J. Larry Mayes
Vice President for Programs





October 7, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The CAYL Institute strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The CAYL Institute's mission is to organize, equip, and empower all early educators to be architects for change for young children. To this end, we continue to partner with EEC to improve early care and education. We recently provided trainings on Quality Rating Improvement System (QRIS) to ensure educators understood the system and saw it as a tool for improvement. In both the first and second years of the EEC's Educator Provider Support program (EPS), CAYL works in partnerships with six regions across the state to create shared vision, strategies and project acceleration plans. These plans identify an area of professional development in which significant improvement can be achieved by July 2012. Topics have included coaching and mentoring, English Language Learners, pathways to higher education, and addressing geographic challenges.

The CAYL Institute believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Valora Washington, PhD
President
The CAYL Institute

60 Gore St. Cambridge, MA 02141
617-354-3820
617-354-3823 fax



The Irene E. & George A.
Davis Foundation

Sherri Killins, Ed.D, Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

October 13, 2011

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Irene E. & George A. Davis Foundation strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The mission of the Irene E. & George A. Davis Foundation is to support the development of Hampden County children, youth and families by insuring that they have the opportunities and supports needed to achieve their full potential. We accomplish this through:


- Investing in a continuum of services with a particular focus on young children ages birth through eight, while at the same time sustaining these early investments through a variety of learning supports and experiences for youth ages 8 through 18
- A holistic approach that encompasses the social, emotional, physical, and cognitive needs of children and youth and supports them within the context of their families

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

The Irene E. & George A. Davis Foundation believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Mary E. Walachy
Executive Director

MEW:cw



Cape Ann Early Intervention Program

October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Cape Ann Early Intervention strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

- Early Intervention in Massachusetts is a statewide, integrated, developmental service available to families of children between birth and three years of age. Children are eligible for EI if they have developmental difficulties due to identified disabilities, or if typical development is at risk due to certain birth or environmental circumstances. EI provides family-centered services that facilitate the developmental progress of children in the years that research has proven has the most impact on the future outcome of a child. We work in partnership with EEC helping children and their families and assist with transition to EEC programs when the children approach their third birthday for a coordinated continuum of care.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;

3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.
7. Work collaboratively with the state's early intervention system to include support of children from birth when the brain is most malleable.

Cape Ann Early Intervention Program believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Martha Levine

Martha Levine, Director
Cape Ann Early Intervention Program
978-921-1182
mlevine@ne-arc.org

111 Dodge Street, Beverly, MA 01915 • 978-921-1182 • Fax: 978-921-2982 • www.ne-arc.org





Everett Public Schools
Administration Building

Frederick F. Foresteire
SUPERINTENDENT

Thomas J. Stella, EdD
ASSISTANT SUPERINTENDENT

Charles F. Obremski
*ASSISTANT SUPERINTENDENT
OF BUSINESS AFFAIRS*

Janice M. Gauthier
DIRECTOR OF CURRICULUM

October 11, 2011

Sherri Killins, Ed.D

Commissioner

Department of Early Education and Care

Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top-Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The Everett Public School District believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families – an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching strategies – GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

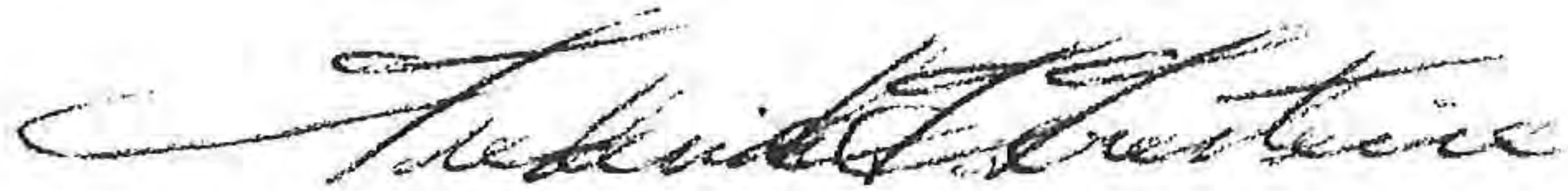
Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including; assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in black ink, appearing to read "Heidi L. Bertone". The signature is fluid and cursive, with a large initial "H" and "B".

Superintendent

Everett Public Schools



FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS

October 13, 2011

Sherri Killins, Ed. D., Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Killins,

It is with much enthusiasm that I write in support of Massachusetts' application for the *Race to the Top-Early Learning Challenge* (RTTT-ELC) grant to the US Department of Education. As Executive Director of the Federation for Children with Special Needs, I know the importance of having a high quality system of early learning services for children, especially for children with disabilities and at risk for developing special education needs. It is imperative that the early learning and care system in Massachusetts engage and support all families in order to better partner with them when providing needed services. I believe that the state's early learning and development reform agenda as proposed in its RTTT-ELC application will enhance the supports available to families in the diverse communities across our state. In particular, additional targeted support to the Coordinated Family and Community Engagement programs will provide the needed resources to ensure outreach and services to all families.

As the Massachusetts Parent Training and Information Center (USDOE/OSEP), the Federation is recognized statewide and nationally as a pioneering organization that advocates for quality education, strong parent participation and access to quality health care services for *all* children, especially those with disabilities. The Federation works in the areas of children's health, parental involvement, early intervention, the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), basic rights, inclusion and transition/self-determination. We play a pivotal role in the dissemination of information and training to parents and families in English, Spanish, Chinese and Portuguese. Throughout its 37 year history, the Federation has worked to reach economically and culturally diverse families in need of supports and services to enhance educational, health, and community participation.

The Federation is eager to collaborate with the Department of Early Education and Care to ensure that family and community engagement services for all children are an integral part of all early learning programs in Massachusetts. We wish EEC much success with this application.

Sincerely,

Richard J. Robison
Executive Director

10/7/2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts’ early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Ludlow Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts’ high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student’s transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state’s decision to use item analysis to develop a common metric of children’s school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children’s learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children’s growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

Tom Welch
Principal
East St. School

Holyoke Public Schools
57 Suffolk St.
Holyoke, MA 01008
October 7, 2011

Dear Commissioner Killins,

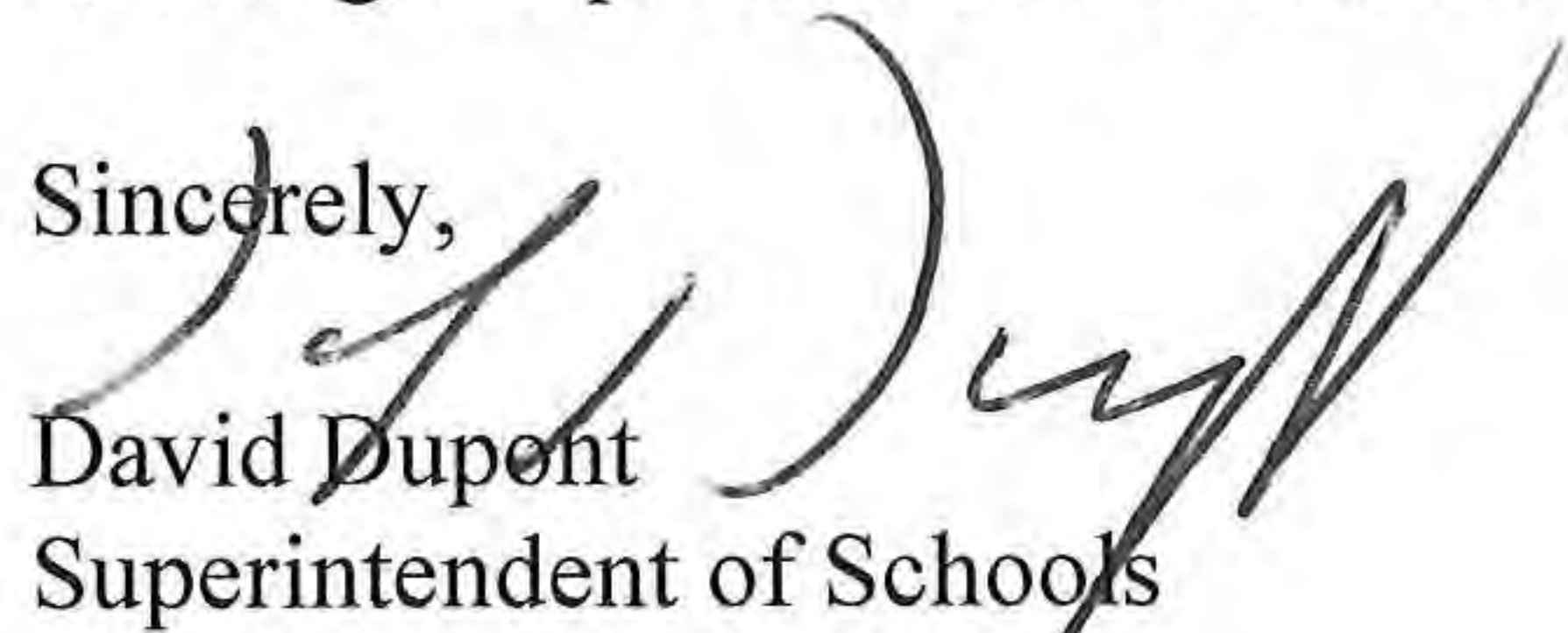
As members of the Early Childhood Literacy Task Force, a city wide initiative to improve reading achievement by the end of Gr.3, we are pleased to support the application of Massachusetts Department of Early Education and Care (EEC) as the lead agency for *Race to the Top – Early Learning Challenge* (RTT-ELC). MA EEC, under the direction of Governor Deval Patrick, has continued to work towards building a unified approach to supporting young children and their families in our state. We are working with EEC as our partner in our PreK-3 Initiative to develop a comprehensive plan for increasing literacy in three areas- family literacy engagement, community based literacy supports, and school based literacy instruction.


A memorandum of understanding has been developed between the Department of Early Education and Care (EEC) and the Holyoke Public School District to develop a comprehensive integrated service delivery and learning system designed to support collaboration, coordination and shared results for the children of Holyoke from Pre-K to third grade. This collaboration will represent a mixed delivery system: the Holyoke Public Schools, early education and care and/or out of school time care within both non profit and for profit programs, Head Start, and with parents, guardians, and extended family members. Tasks that are targeted in this collaboration include:


- Coordinating with ESE to ensure alignment of priorities regarding Pre-K to 3rd Grade system building.
- Developing a shared practice and effort around the development of early literacy skills from Pre-K through 3rd grade
- Working to engage parents as partners in their child's early educational experience.
- Aligning learning experiences across multiple settings, so children get a similar learning experience before entering Kindergarten.
- Creating a local process for planning, and monitoring the engagement, growth and development of children birth to 8 and their families.

As the lead agency for *Race to the Top – Early Learning Challenge* (RTT-ELC), MA EEC is well positioned and prepared to assume a leadership role in supporting the development, growth, and achievement of our youngest children and to support our families as they help their children reach their highest potential. EEC has our highest level of support in this endeavor.

Sincerely,


David Dupont
Superintendent of Schools
Holyoke, MA


Michael Moriarty
School Committee
Holyoke, MA


Mary Curro
Academic Coordinator for Kindergarten
Chair/Early Literacy Task Force
Holyoke Public Schools



Lawrence Public Schools • 255 Essex Street • Post Office Box 1498 • Lawrence, MA 01842

October 4, 2011

Sherri Killins, Ed.D.
Commissioner
Dept. of Early Education and Care
51 Sleeper Street
Boston, MA 02210

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts’ early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The Lawrence Public Schools believes that having a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts’ high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating students’ transitions from families and child care settings to school. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state’s decision to use item analysis to develop a common metric of children’s school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children’s learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children’s growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

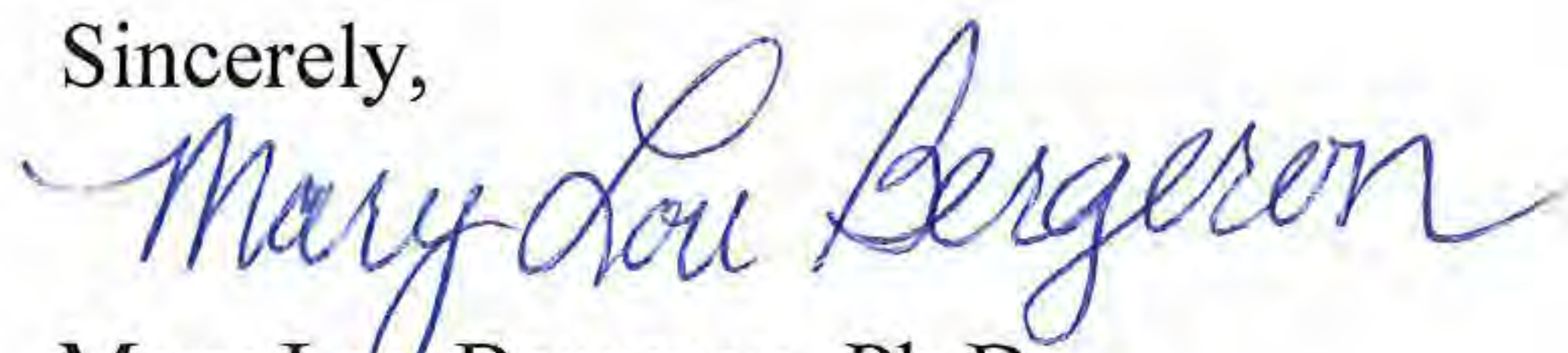
Commissioner Killins

Page Two

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,



Mary Lou Bergeron, Ph.D.

Interim Superintendent

Lawrence Public Schools



206 Jackson Street Lowell, MA 01852

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www.lccps.org

October 17, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts’ early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Lowell Community Charter Public School believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts’ high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student’s transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state’s decision to use item analysis to develop a common metric of children’s school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children’s learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children’s growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We also look forward to being part of the conversation concerning the needs of at risk students, immigrants students, English Language Learners and children who have had no previous schooling. It is important to us that the instruments we use are able to acknowledge the cognitive and social/emotional strengths of students, even when their language is not as well developed as others.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

Kathy Egmont
Head of School
Lowell Community Charter Public School
206 Jackson Street
Lowell MA 01852

10/7/2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Ludlow Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

Tom Welch
Principal
East St. School



Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109
(617) 523-8454 (800) 392-6023 fax: (617) 742-4125 www.masc.org

Dorothy M. Presser, President
Glenn S. Koocher, Executive Director

October 6, 2011

Sherri Killins, Ed.D
Commissioner
MA Department of Early Education and Care
51 Sleeper Street
Boston, MA 02210

Dear Commissioner Killins:

The Massachusetts Association of School Committees supports with enthusiasm your proposal for the *Race to the Top-Early Learning Challenge* (RTTT-ELC) and sees your initiative as taking an essential step to ensure children's readiness for kindergarten and success in school. We view this as a critical initiative that would coordinate our early education and K-12 public schools and enhance our ongoing efforts to build a strong overall program for our youngest students.

Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. MASC strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving educational outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

MASC, representing 2,500 local public policy leaders for education, stands ready to provide whatever supports are needed to ensure the success of this "challenge." Among our principal public policy goals is the mission to provide a continuum of supports for children and to foster a superior early education program so as to give our youngest children the base of support to succeed later.

We will share information and encourage the gathering and strategic use of data, promote and encourage linkages with those working for health and social/emotional wellbeing of children. It would be our hope to piggy-back data systems to smooth the flow of information throughout the continuum of a child's academic life.

Commissioner Sherri Killins, Ed.D
October 6, 2011
Page Two

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful."

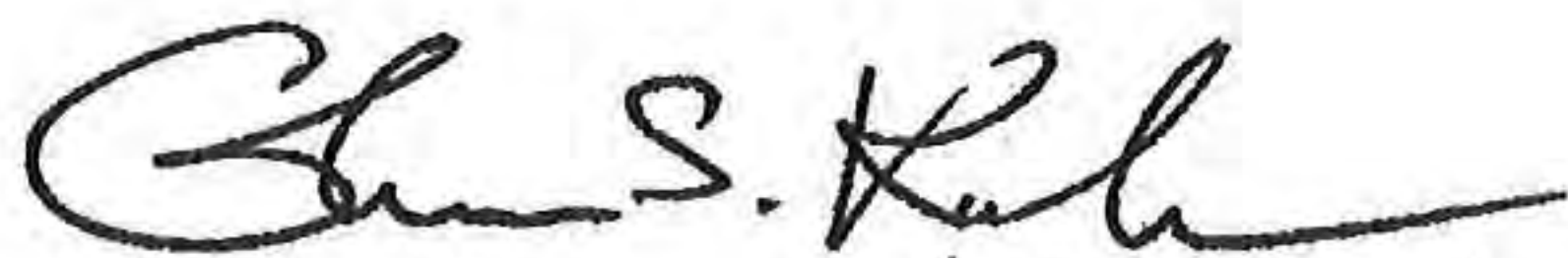
The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. In particular, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Ultimately, we believe these goals will prove to be productive tools that will provide measurable added value to the learning experience of children. We have long argued for this kind of a program and are thoroughly excited to see that it could happen in Massachusetts.

MASC believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make genuinely significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Glenn S. Koocher
Executive Director
MASC



Helen Charlupski
Brookline School Committee
MASC Representative/Liaison
MA Department of Early Education and Care



October 7, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Massachusetts Association of School Superintendents strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The Massachusetts Association of School Superintendents enables its membership, which includes all superintendents in the Commonwealth of Massachusetts, to provide a cohesive voice to influence state legislation, policies, funding and strategic leadership for the continuous improvement of public education for all children.

Representatives of our organization have played critical roles in the development and implementation of policies and practices related to the Department of Early Education and Care. We recognize that strong effective programming for early learners is critical to our overall pre k-12 mission to provide every child the maximum opportunities for success in college and career readiness. Our collective vision and proven performance provide evidence the Massachusetts educators excel in meeting the challenges for our education system.

We enthusiastically support the Massachusetts' Race to the Top Learning Challenge application.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

The Massachusetts Association of School Superintendents believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Thomas A. Scott

Thomas A. Scott

Executive Director

Massachusetts Association of School Superintendents

756 MARRETT ROAD, LEXINGTON, MA 02421

Action for Boston Community Development, Inc.
Boston

Action, Inc.
Gloucester

Berkshire Community Action Council, Inc.
Pittsfield

Cambridge Economic Opportunity
Committee, Inc.
Cambridge

Citizens for Citizens, Inc.
Fall River

Community Action Agency of Somerville, Inc.
Somerville

Community Action Committee of
Cape Cod & Islands, Inc.
Hyannis

Community Action, Inc.
Haverhill

Community Action of the Franklin, Hampshire,
and North Quabbin Regions, Inc.
Greenfield

Community Action Program Inter-City, Inc.
Chelsea

Community Teamwork, Inc.
Lowell

Greater Lawrence Community Action
Council, Inc.
Lawrence

Lynn Economic Opportunity, Inc.
Lynn

Montachusett Opportunity Council, Inc.
Fitchburg

North Shore Community Action Program, Inc.
Peabody

People Acting in Community Endeavors, Inc.
New Bedford

Quincy Community Action Programs, Inc.
Quincy

Self-Help, Inc.
Brockton

South Middlesex Opportunity Council, Inc.
Framingham

South Shore Community Action Council, Inc.
Plymouth

Springfield Partners for Community Action, Inc.
Springfield

Tri-City Community Action Program, Inc.
Malden

Valley Opportunity Council, Inc.
Holyoke

Worcester Community Action Council, Inc.
Worcester

Karen Frederick
President

Paul Bailey
First Vice President

Sharon Scott Chandler
Second Vice President

Jonathan Carlson
Treasurer

Estella Fritzingler
Secretary

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

The Massachusetts Association for Community Action (MASSCAP) strongly believes that individual families and all citizens are well-served by investments in children's early learning and development that promote greater school and life success. We are excited by the Race to the Top-Early Learning Challenge (RTTT-ELC) and the unprecedented opportunity to strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth to age 5. Under Governor Deval Patrick's direction, the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. As a key partner in moving the Commonwealth's vision forward, we submit this letter of support.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful."

MASSCAP supports EECs efforts under the grant. Our Community Action Agency (CAA) members provide a wide range of wrap around and support services and have a proven record of adding value to the many Early Education and Care programs we administer. The Earned Income Tax Credit is considered to be one of the most effective anti-poverty programs in the country, providing low income working people with up to \$5500 a year to pay bills and save and to use for other important needs like education. Free tax preparation - endorsed by the IRS - sites, known as Volunteer Income Tax Assistance sites (VITA sites), are offered by 23 Community Action Agencies in Massachusetts.

MASSCAP and its agencies will work with their early education and care programs, including Head Start, to integrate access to the VITA sites operated by CAAs. Further, we look forward to referrals to our VITA sites from early



Joseph P. Diamond
Executive Director

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www.masscap.org

MACPC

**Massachusetts Association of
Community Partnerships for
Children, Inc.**

Coming Together for a Common Cause

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Lezli Lee, Co President
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Carla Steen, Membership Chair
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Northeast: Maureen Pasek
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October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top-Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Massachusetts Association of Community Partnerships for Children, Inc strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

MACPC, Inc. is an active partner in achieving the ambitious agenda put forth by EEC, offering support, information and technical assistance to 107 locally based networks of community and family engagement funded through the Department's Coordinated Family and Community Engagement (CFCE) grants. MACPC has supported EEC's vision by offering grantees technical assistance with embedding the Strengthening Families model of family support in CFCE programs. MACPC has recently provided strategic planning assistance to grantees to support them in aligning their mission with that of the department, with a goal of improving family outcomes and school readiness in Massachusetts.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.



October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

The Massachusetts Business Roundtable (MBR) is a public policy organization comprised of Chief Executive Officers and leading executives from some of the state's largest companies, employing more than 210,000 people in Massachusetts. Our mission is to strengthen the state's long-term economic vitality, with the goal of making Massachusetts a more highly-desirable place to do business. To achieve this mission, our members believe in a very simple premise for economic development: invest in our competitive advantages, and refocus on our competitive disadvantages. Massachusetts' most significant competitive advantage is its human and intellectual capital, and MBR believes that there are few better investments than early childhood education to prepare the next generation's workforce and improve the state's global competitiveness.

We are excited by the *Race to the Top–Early Learning Challenge* (RTTT-ELC) and the unprecedented opportunity to strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5. Under Governor Deval Patrick's direction, the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. As a key partner in moving the Commonwealth's vision forward, and in improving our economic competitiveness, we submit this letter of support.

The Commonwealth's early learning and development reform agenda, as detailed in the RTTT-ELC application, is an ambitious, yet achievable plan for improving child outcomes through investments in program quality, teacher quality, and family/community engagement. It accounts for the significant progress that has already been made in establishing a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap. We endorse this agenda, for we believe it provides the necessary foundation for an education continuum that will produce qualified workers for a 21st Century, global economy.

MBR has also been a leader in Massachusetts in developing and advancing a state science, technology, engineering and math (STEM) agenda. This work has been recognized nationally as best practice, and is another key investment in the state's human and intellectual capital. The RTTT-ELC application makes specific mention of the inclusion of STEM in early learning programs through innovative public-private partnerships. We are particularly supportive of this idea, and by the power and potential of the intersection of early childhood and STEM public policy.

The RTTT-ELC will allow the Commonwealth to expand on past efforts and focus more deliberately on closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school – and eventually workplace – success. It will also allow for continued and renewed investment in those

systems, programs and services that both serve children and families, as well as invest in the long-term prosperity of the Commonwealth.

Sincerely,

A handwritten signature in black ink, reading "Jordan J. Chesloff". The signature is written in a cursive style with a prominent initial "J".

JD Chesloff
Executive Director



*Massachusetts Child Care
Resource & Referral Network*

Commissioner Sherri Killins
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Commissioner Killins,

On behalf of the MA Child Care Resource and Referral Network (CCR&R Network), we are excited to offer this letter of support for the Department of Early Education and Care's (EEC) application for Race to the Top/ELC grant. The opportunities that the proposed programming provides to the early education and care system in Massachusetts helps build on the foundation of providing high quality early education and care that our state has been continuously working toward over the past several years.

The CCR&R Network believes that it can continue to contribute to these efforts in a number of ways. As a statewide network, we have a unique capability to roll out initiatives in creative ways that will provide a consistent global message that is tailored to the differences across the state.

- The Network is capable of offering trainings that provide early childhood and out of school time educators with the needed skills to build on their education as they advance on the career ladder and progress through the QRIS levels.
- As the purveyor of Consumer Education, the Network has the ability to educate the community about QRIS and its importance, both from the perspective of providers as well as its benefit to families and the community at large. As that system becomes more defined, the CCR&Rs are ready to lead the charge in educating families and the community about what the system means and how it defines quality care, as well as what quality care means to the success of children.
- We have the capability to provide statewide services partnering with EEC through the implementation of the new Integrated Data System.

The Race to the Top grant will provide EEC with tools through data to help drive the continuing growth and refinement of the system in order to provide children with the best foundation very early on. We value our partnership with EEC and look forward to continuing the important work that is being done through EEC. Feel free to contact us with any questions.

Sincerely,



The Massachusetts Child Care Resource & Referral Network
c/o Child Care Works
105 William St. 4th floor New Bedford, MA 02740
508-999-9930 ext. 105 www.masschildcare.org





The Massachusetts Chapter

October 6, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

On behalf of the Massachusetts Chapter of the American Academy of Pediatrics (MCAAP), we are very pleased to support to the *Race to the Top–Early Learning Challenge* (RTTT-ELC). We understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The MCAAP strongly supports the state’s early learning and development reform agenda. It is our belief that this aggressive plan will improve the outcomes for all children, especially high needs children.

The MCAAP is a member organization of 1,700 pediatricians and is dedicated to the health and well-being of all children in Massachusetts. Recently, the Chapter has identified “investment in early childhood” as its main priority. As you know, on November 16th, the MCAAP along with Strategies for Children, Early Education for All Campaign, Boston Children’s Museum, and the Massachusetts Society for the Prevention of Cruelty to Children are hosting a coalition building summit entitled “*The 2011 Summit on Early Childhood: Investment in our Future*”, with the goal of creating a sustained coalition to support early childhood developmental services including a focus on the importance of early education. We are thrilled that you will be a speaker at this event.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement.

The MCAAP believes the high-quality plans detailed in the state’s early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory Hagan", with a stylized flourish at the end.

Gregory Hagan, M.D., FAAP, President, MCAAP

Executive Director

Cathleen Haggerty
860 Winter Street
Waltham, MA 02454
781-895-9852
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Carole Allen, M.D., FAAP
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Shailesh Shah, M.D., FAAP

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Eric Sleeper, M.D., FAAP

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Kathleen Conroy, M.D., FAAP

District 8

Allison Brown, M.D., FAAP

District 9

Eric Fleegler, M.D., FAAP

District 10

Michael McManus, M.D., FAAP

Counsel

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Norwell, MA
(781) 982-9143

The Massachusetts Elementary School Principals' Association, Inc.

28 Lord Road, Suite 125
Marlborough, MA 01752

Phone: 508-624-0500
Fax: 508-485-9965



October 14, 2011

Commissioner Sherri Killins, EdD
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

The Massachusetts Elementary School Principals' Association is excited to offer its support as the state seeks new funding for Early Education through the Race to the Top-Early Learning Challenge grant. MESPA represents over 1,000 elementary and middle level principals in our state, many of whom have pre-school and kindergarten programs under their roofs. Clearly the early academic, social and emotional growth of our young children sets the stage for future success in school and as contributing citizens, as well as supporting stronger scores on standardized tests. Principals understand the importance of creating a support system that fosters this positive growth and development. We understand that the state's early learning and development reform agenda is aggressive; yet we hope the outcomes will begin to close school readiness gaps and improve academic success for all children, particularly those with high needs.

The Department of Early Education and Care's application is focused on building a more unified approach to supporting young children and their families. MESPA has taken a leading effort to collect data on existing early education linkages with a survey developed in concert with Head Start, and we are poised to offer leadership in professional development opportunities for early educators and directors as well as our principals. MESPA endorses the following components of the application:

1. Design and implement a comprehensive assessment system
2. Engage and strengthen communities and families
3. Support workforce development and increased compensation
4. Improve program quality (primarily through QRIS)
5. Link schools and communities to promote healthy child development
6. Build data systems to support infrastructure

MESPA looks forward to supporting EEC and participating agencies in this important work, and continuing our partnership to support all children, families and citizens in Massachusetts.

Sincerely,



Jillayne Flanders

Past President
Massachusetts Elementary School Principals' Association

Advisory Committee Member,
Department of Early Education and Care

**Massachusetts Head Start Association, Inc.**

October 14, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

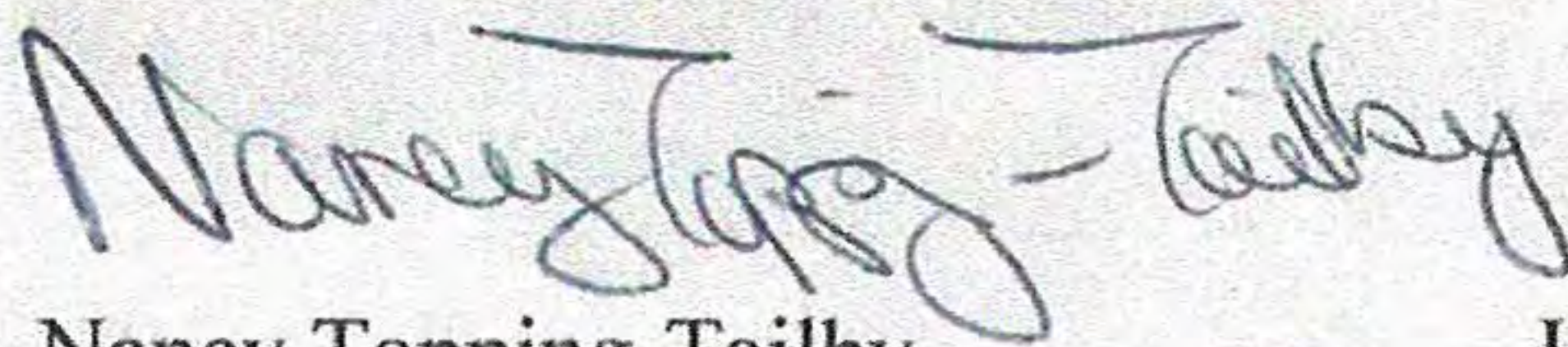
Dear Commissioner Killins:

As you know, this fall our two Associations (MESPA and MHSA) conducted a survey for our respective members to build on the collaborative efforts of the Departments of Early Education and Care (EEC) and Elementary and Secondary Education (ESE) to facilitate the implementation of the MOU requirements in the Head Start Act and promote greater alignment among all early learning programs for young children in MA from Pre-K to Grade 3. Based on the needs of our members identified through our survey, our Associations have agreed to implement three recommendations in order to promote effective systems to exchange information among Pre-K programs and Elementary Schools and enhance professional development across the birth to third grade continuum. In conjunction with the implementation of the MA Kindergarten Entry Assessment (KEA), and using a cohort model, we will:

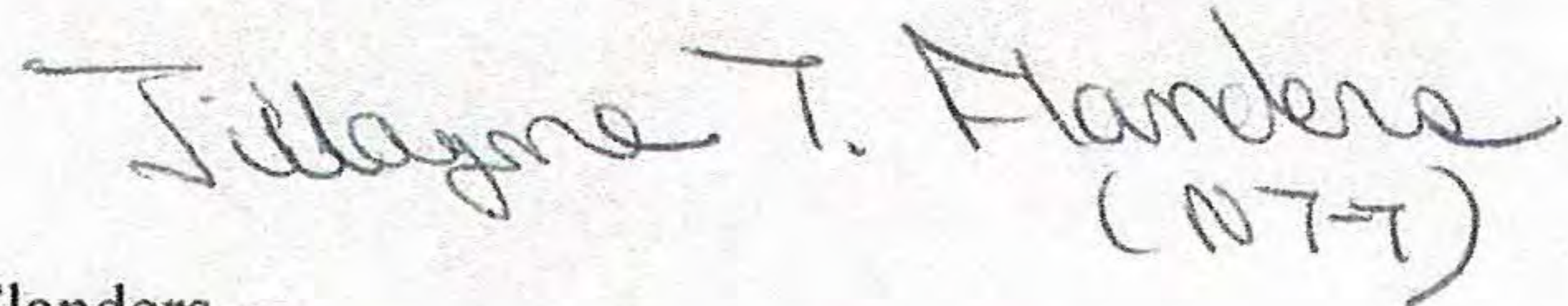
1. Develop a coordinated system for sending schools to provide information to receiving schools that they have requested about incoming students;
2. Develop a system for receiving schools to provide feedback to sending schools regarding children's ability to master the Kindergarten curriculum and demonstrate the social-emotional and self-regulatory behaviors needed to succeed in learning; and
3. Jointly develop shared professional development opportunities on topics identified by our membership that will complement the work of the MA Educator and Provide Support grantees and Readiness Centers.

Our two Associations look forward to assisting your efforts by assuming a leadership role in strengthening the linkages among early educators across the birth to third grade learning continuum and to bringing our expertise to promote greater alignment throughout the mixed delivery system that will translate into improved outcomes for young children.

Sincerely,



Nancy Topping-Tailby
MA Head Start Association



Jillayne T. Flanders
MA Elementary School Principals Association



EXECUTIVE OFFICE

William D. Hart
Executive Director

October 10, 2011

Sherri Killins, Ed.D.
Commissioner, Department of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support capacity building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Massachusetts Community Colleges Council of Presidents, comprised of presidents from all 15 community colleges, submits this letter of support for the early learning and development reform agenda in the Commonwealth and for this application.

As your partner in the EEC *Institutions of Higher Education (IHE) Mapping Project*, we have seen first-hand the impact that collaboration among pipeline partners can make when we strive toward meeting the common goals and objectives of our collective missions. As stated in the RTTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement.

The Massachusetts Community Colleges Council of Presidents believes the high-quality plans detailed in the Commonwealth’s early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Berkshire Community College:
Dr. Paul Raverta, President

Bristol Community College:
Dr. John Sbraga, President

Bunker Hill Community College:
Dr. Mary Fifield, President

Cape Cod Community College:
Dr. Kathleen Schatzberg, President

Greenfield Community College:
Dr. Robert Pura, President

Holyoke Community College:
Dr. William Messner, President

Mass Bay Community College:
Dr. John O'Donnell, President

Massasoit Community College:
Dr. Charles Wall, President

Middlesex Community College:
Dr. Carole Cowan, President

Mount Wachusett Community College:
Dr. Daniel Asquino, President



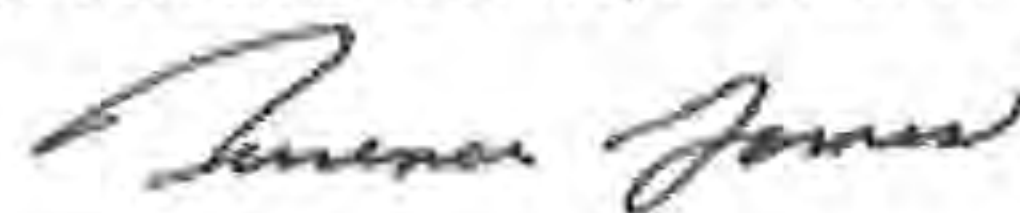
North Shore Community College:
Dr. Wayne Burton, President



Northern Essex Community College:
Dr. Lane Glenn, President



Roxbury Community College:
Dr. Terrence Gomes, President



Springfield Technical Community College:
Dr. Ira Rubenzahl, President



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Berkshire Community College - Bristol Community College - Bunker Hill Community College - Cape Cod Community College - Greenfield Community College
Holyoke Community College - Massachusetts Bay Community College - Massasoit Community College - Middlesex Community College - Mt. Wachusett Community College - North Shore
Community College - Northern Essex Community College - Quinsigamond Community College - Roxbury Community College
Springfield Technical Community College



Paul F. Toner, President
Timothy D. Sullivan, Vice President
Ann Clarke, Executive Director-Treasurer

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street
Boston, MA 02210

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. The Massachusetts Teachers Association (MTA) strongly supports the state’s early learning and development reform agenda. It is an ambitious, yet achievable plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The MTA is the state affiliate of the National Education Association. It has been a proud advocate for public education for over 150 years and is a prominent voice in efforts to sustain funding for public education budgets and ongoing reform. Specifically, the MTA: 1) serves as a leading organization in pro-public education coalitions, such as Citizens for Public Schools, the Council for Fair School Finance, and MassPartners; 2) works to enhance the quality of public school classrooms by ensuring public funding is geared toward improving teaching and learning; 3) provides staff to work on the ground level to protect local schools; and 4) recommends candidates for local, state, and national office.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” High-quality teaching is critical to achieving these goals. The Department’s early learning and development reform agenda makes a priority of improving the education, training, and compensation of early childhood educators to promote effective practice and strengthen adult-child interactions, especially among High Needs populations. We endorse the following planned initiatives:



October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

On behalf of our members, comprising over 600 private community-based child care centers and 2,400 family child care providers, I am writing to express our thoughts relative to the *Race to the Top–Early Learning Challenge* (RTTT-ELC) grant. This opportunity offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens.

It is our understanding that the Commonwealth has designated the Massachusetts Department of Early Education and Care (EEC) as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Our Association strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Our Association believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

William J. Eddy

William J. Eddy
Executive Director



October 11, 2011

Sherri Killins, Ed.D, Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

The Massachusetts Afterschool Partnership (MAP) is excited by the opportunity the *Race to the Top-Early Learning Challenge* (RTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTT-ELC application and is well positioned to compete for funding. The Massachusetts Afterschool Partnership strongly supports the state's early learning and development initiatives that support school readiness, close achievement gaps and improve outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

MAP is a statewide public-private partnership dedicated to increasing and improving quality and resources for afterschool and out-of-school time (ASOST) programming and expanded learning opportunities (ELOs) across the state. Through MAP's statewide and regional networks of afterschool stakeholders, we work collaboratively with EEC to share best practices among regions and communities, provide high quality services to advance workforce development and mobilize the afterschool community to achieve strategic goals.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families – an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality and community/family engagement. Specifically, we endorse the following: 1.) Design and implement a comprehensive assessment system; 2.) Engage and strengthen communities and families; 3.) Support workforce development and increased compensation; 4.) Improve program quality (primarily through QRIS); 5.) Link schools and communities to promote healthy child development from birth to grade three; and 6.) Build data systems to support infrastructure.

The Massachusetts Afterschool Partnership believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring that all of our youngest citizens are prepared for last school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families and citizens across the Commonwealth.

Sincerely,

A handwritten signature in blue ink, appearing to read "Katie Magrane", is written over a horizontal line.

Katie Magrane, Executive Director
Massachusetts Afterschool Partnership



October 6, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Massachusetts Association for the Education of Young Children (MassAEYC) strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

It is MassAEYC’s mission “To collaborate with families, educators and agencies to support high quality early education and care through professional development and advocacy.” We were a part of the initial committee that proposed the structure and requirements of the QRIS, and have given input to EEC throughout the process of finalizing the initiative. Last year, we collaborated with 3 other professional organizations to provide training on the QRIS to over 1000 educators.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);

5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

MassAEYC is pleased that the plans for the RTTT-ELC encompass the whole spectrum of stakeholders, from children, to parents, to the workforce, to the programs, and finally, the community. We do believe "it takes a village to raise a child." We must ensure that all children have access to high quality early education and care. This grant will help complete and then strengthen the system building efforts of EEC and Governor Deval Patrick.

MassAEYC believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Marcia L. Farris

Marcia L. Farris
Executive Director
Massachusetts Association for the Education of Young Children

Massachusetts Association for the Education of Young Children
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978-654-6053 www.massaeyc.com massaeyc@yahoo.com



400 Atlantic Avenue, Boston, MA 02110 · tel 617-737-3122 fax 617-737-3126 · www.mbae.org

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

The Massachusetts Business Alliance for Education (MBAE), a policy advocacy group of businesses in Massachusetts, is committed to a high quality public education system that will prepare all students to engage successfully in a global economy and society. We bring together business and education leaders to promote education policies and practices based on measurable standards of achievement, accountability for performance, and equitable educational opportunities for all students. The employers we represent have a long history of supporting education reforms focused on raising student achievement. We are proud that such efforts have resulted in our students' sustained academic performance at the top of the nation and we enthusiastically support the Commonwealth's application for the *Race to the Top-Early Learning Challenge* (RTTT-ELC) to accelerate our state's progress.

The RTTT-ELC offers Massachusetts an unprecedented opportunity to strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5. MBAE recognizes that we have much work ahead to close persistent achievement gaps and that investing in early childhood education is one of the most effective ways to address this problem.

As a member of the Department of Early Education and Care's Advisory Council, MBAE understands that early education and care is a critical component of a birth through college educational continuum. We believe the Massachusetts Department of Early Education and Care (EEC) has been appropriately designated as the lead agency for the RTTT-ELC application and is well-equipped to move the Commonwealth's vision forward. As a key partner, we pledge our support for this effort.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Commonwealth's early learning and development reform agenda, as detailed in the RTTT-ELC application, is an ambitious, yet achievable plan for improving child outcomes through investments in program quality, teacher quality, and family/community engagement. It accounts for the significant progress that has already been made in establishing a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap. Specifically, we endorse the following:

1. Support and training on ***Massachusetts Early Learning Guidelines for Infants and Toddlers*** and ***Massachusetts Curriculum Frameworks*** (incorporating the Common Core State Standards).

2. **Universal screening** for all children in licensed and licensed-exempt early education and care programs (and community based programs through trusted relationships).
3. Increased participation in the **quality rating and improvement system (QRIS)** among early education and care and school-age programs, as well as state aid for quality improvements.
4. Implementation of the **Massachusetts Early Learning and Development (MELD) Assessment system** from pre-k to grade three, including **Kindergarten Entry Assessments**.
5. Expanded **family literacy engagement models** and inclusion of **STEM** in early learning programs through innovative public-private partnerships.
6. Increased rigor in the provision and evaluation of professional development through **peer coaching and mentoring, Educator Provide Support grants, and Readiness Centers**.
7. Data collection and information sharing through the **Early Childhood Information System (ECIS)** to align practices across agencies and programs and better target services for families.
8. Strong educational partnerships from birth-to-20 and across social service sectors to improve community services and address out-of-school time challenges through **wrap-around zones**.
9. Greater knowledge and understanding, especially among young families, on strategies for supporting children's early learning and development through **public awareness campaigns**.

The RTTT-ELC will allow the Commonwealth to expand on past efforts and focus more deliberately on closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school success. MBAE looks forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Henry C. Dinger, Esq., Partner, Goodwin Procter LLP
Chairman, MBAE
For the Members of the MBAE Board of Directors:

Donald F. Baldini, Esq., Assistant Vice President and Sr. Legislative Counsel
Liberty Mutual Insurance Company

Andrea Bruce, Director of Marketing and Brand
Suffolk Construction Co., Inc.

JD Chesloff, Executive Director
Massachusetts Business Roundtable
(Chairman, Board of Early Education and Care Department)

Lawrence Coolidge
Loring, Wolcott & Coolidge
Patricia S. Eagan, Massachusetts Regulatory Affairs
Verizon (Business Representative on English Language Arts Curriculum Frameworks Review)

Joseph E. Esposito, C.P.A.
Chair of the Massachusetts Accountability and Assistance Advisory Council
Member, NAEP Business Policy Task Force

Cathleen Finn, New England Program Manager, Corporate Citizenship and Corporate Affairs
IBM Corporation
(Business Representative for Massachusetts TELLs Study)

Beth C. Gamse, Ed.D., Principal Associate
Abt Associates Inc.

Robert Gittens, Vice President for Public Affairs
Northeastern University

Victoria Grisanti, Manager, Community Involvement
EMC Corporation
(Business Representative on Mathematics Curriculum Framework Review Committee and
Graduation Rate Task Force)

Andre Mayer, Senior Vice President
Associated Industries of Massachusetts

James McManus, Principal
Slowey/McManus Communications

David Mancuso, Vice President
AT&T, External Affairs

Mani Murahari,
Director, Deloitte Consulting LLP

Peter Nessen, Principal
CRIC Capital

William Walczak, CEO
Carney Hospital

Michael J. Widmer, President
Massachusetts Taxpayers Foundation

Jean C. Wood, Ph.D., Former Sr. Vice President and Chief Operating Officer
Abt Associates Inc.
(Former Member of Early Education and Care Advisory Council)

Contact :
Linda M. Noonan, Executive Director
Linda_Noonan@mbae.org 617-737-3122

Medford Public Schools

489 Winthrop Street, Medford, Massachusetts 02155



ROY E. BELSON
Superintendent of Schools

October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Medford Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roy E. Belson', with a horizontal line extending to the right.

Roy E. Belson
Superintendent
Medford Public Schools



Massachusetts Head Start Association, Inc.

Serving families with children pre-birth to age five

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

I am writing on behalf of the Massachusetts Head Start Association (MHSA) to let you know that we are excited by the unique opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts in Massachusetts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts residents. We understand that Governor Deval Patrick has designated the Massachusetts Department of Early Education and Care (EEC) as the lead agency for the RTTT-ELC application. As one of three agencies within the MA Education Secretariat and the agency that is responsible for serving children from birth to age five across a mixed delivery system that includes Head Start and Early Head Start, center-based programs and family child care, as well as older youth in After-School and Out-of-School Time (ASOST) programs, we believe that EEC is well positioned to compete for this funding. MHSA supports and indeed has worked closely with EEC to develop the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children, which complements the scope of work that Head Start programs strive to achieve with educationally at-risk low-income children starting pre-birth and continuing through the transition to Kindergarten and the early elementary school years.

MHSA is committed to participating in a dynamic, collaborative process through which we form partnerships at both a local and state level to advocate for excellence and impact services to low-income children and their families. In 2010 MA Head Start and Early Head Start programs enrolled over 16,000 children from more than 15,000 families. All of our programs adhere to EEC licensing regulations, among the most rigorous in the country, and our Head Start State Collaboration Office is housed at EEC. As Executive Director of the Head Start Association, I represent the Head Start community on the EEC Advisory Team. MHSA is one of the participating organizations specifically named in the Department's authorizing legislation to serve in an advisory capacity to the agency along with other key stakeholders. I and others from the Head Start community have worked closely with EEC to promote policies and practices that meet the needs of high need children including helping the Department to develop the MA Quality Rating and Improvement System (QRIS), define the core competencies needed by early educators, and develop career pathways for our workforce to cite a few examples. I am also one of three Head Start representatives that sits on the Research and Evaluation Committee of the Board of Early Education and Care, the entity designated by Governor Patrick as the MA State Advisory Council (SAC), where we

Nancy Topping-Tailby, Executive Director
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Massachusetts Head Start Association, Inc.

Serving families with children pre-birth to age five

have worked closely to align the system-building priorities outlined in the 2007 reauthorization of the Head Start Act with the goals and priorities of the Governor's Readiness agenda.

As stated in the application, the MA RTTT-ELC plan "...is an opportunity to build a more unified approach to supporting young children and their families – an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan is aligned with Head Start's school readiness agenda and leverages an existing foundation of collaborative efforts to augment current initiatives aimed at improving child outcomes through strategic investments in program quality, teacher quality, and family and community engagement. We specifically endorse the following elements of the MA RTTT-ELC plan:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and partnerships with families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

MHSA believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest children are prepared for lasting school and life success. We look forward to continuing to partner with EEC and participating state agencies in this important work and enhancing our collaborative efforts to support all children, families, and citizens across the Commonwealth. We especially welcome the opportunity to assume a leadership role in working with the Head Start State Collaboration Office and the Department to introduce the newly released, evidence-based Head Start Parent, Family and Community Engagement (PFCE) Framework to our child care partners throughout the mixed delivery system and our K-12 colleagues across the educational continuum to sustain the effects of children's learning into the early elementary years. To this end, we are pleased to submit this letter of support for your application.

Sincerely,

Nancy Topping-Tailby, Executive Director
For the Massachusetts Head Start Association

Nancy Topping-Tailby, Executive Director
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massheadstart@comcast.net
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October 12, 2011

Sherri Killins, Ed.D.
Commissioner, Department of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Killins,

On behalf of the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), I respectfully submit this letter of support of the Massachusetts Race to the Top – Early Learning Challenge (ELC) application.

With an active membership of over 140 organizations statewide, MIRA is the largest organization in New England promoting the rights and integration of the foreign born. We serve the one million foreign-born residents of Massachusetts with policy analysis and advocacy, institutional organizing, training and leadership development, and strategic communications. As children in immigrant and refugee families can greatly benefit from early education programs, MIRA is concerned with ensuring that these programs are designed with children's diverse cultural and linguistic backgrounds in mind and implemented in a way that is accessible across linguistic and cultural barriers, and that program impacts are measured in order to provide Massachusetts with meaningful information about how early education programs are serving those whose first language is not English.

Massachusetts has a history of strong collaboration among stakeholders in implementing its educational policies, maintaining communication with state government agencies, school committees, administrators, teachers, childcare providers, parents, and community groups. This intensive cooperation has laid a foundation for implementing new comprehensive programs that take a multifaceted approach to encourage children's success and healthy communities. , Massachusetts seeks to prepare a significant portion of its population for success in elementary school and beyond; 6.8% of the state population is under the age of 6. Because English learners are classified as "children with high needs," the ELC would allow Massachusetts to address school readiness for children whose first language is not English (17.4% of the population ages 3 to 5).

The lead agency for the ELC, the Massachusetts Department of Early Education and Care (EEC), has demonstrated its commitment to addressing the specific needs of dual language learners (DLLs), and limited English proficient parents (LEPs) with efforts such as the Preschool Child Care Education Quality Add-on Initiative, which funds providers to prepare un-enrolled

Supported by the

United Way
of Massachusetts Bay



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WWW.MIRACOAALITION.ORG

preschool age children for kindergarten, and the inclusion of a category called “Curriculum and Learning: Serving Children with Diverse Language and Cultures” in its provisional quality rating and improvement system (QRIS). The plan in the ELC application extends the QRIS across a multitude of provider agencies, unifying the state’s message that the needs of DLLs and LEPs are a high priority in Massachusetts.

MIRA is especially supportive of the EEC’s plan to collaborate with the Massachusetts Office for Refugees and Immigrants, if awarded an ELC grant, to increase awareness among the early education community and immigrant and refugee communities about what the former offers and the latter needs, specifically the needs of DLLs and LEPs. This collaboration would provide a pathway for immigrant and refugee communities and their service providers to improve current EEC programs for DLLs and LEPs and to inform future initiatives.

To support the ELC, MIRA has committed to providing technical assistance and training to early education providers in order to help Massachusetts better serve LEP and DLL populations, and to make providers aware of the range of public resources available to immigrant and mixed-status families.. MIRA is able and willing to fill a formal advisory role to the EEC in implementing the ELC if the EEC would find such a relationship beneficial. Furthermore, MIRA will disseminate information to our member organizations about ELC programs from which their clients could benefit, contributing to a culture that values comprehensive early education and care for all residing in Massachusetts, including dual language learners.

MIRA looks forward to collaborating with EEC and its partner agencies in this exciting Race to the Top – Early Learning Challenge opportunity.

Sincerely,

Eva Millona
Executive Director



OFFICE OF THE PRESIDENT

Dr. Lane A. Glenn

Telephone 978.556.3855
Fax 978.556.3665
E-mail lglen@necc.mass.edu

October 3, 2011

Sherri Killins, Ed.D
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the Race to the Top – Early Learning Challenge (RTT-ELC) offers to support system-building efforts that foster positive child growth and development, leading to a prosperous future for all Massachusetts citizens. I understand that under Governor Patrick's direction, the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency dedicated to this application and is well positioned to compete for funding. As a key partner in the success of moving the Commonwealth's efforts forward, I am submitting this letter of support on behalf of Northern Essex Community College for inclusion in the RTT-ELC application.

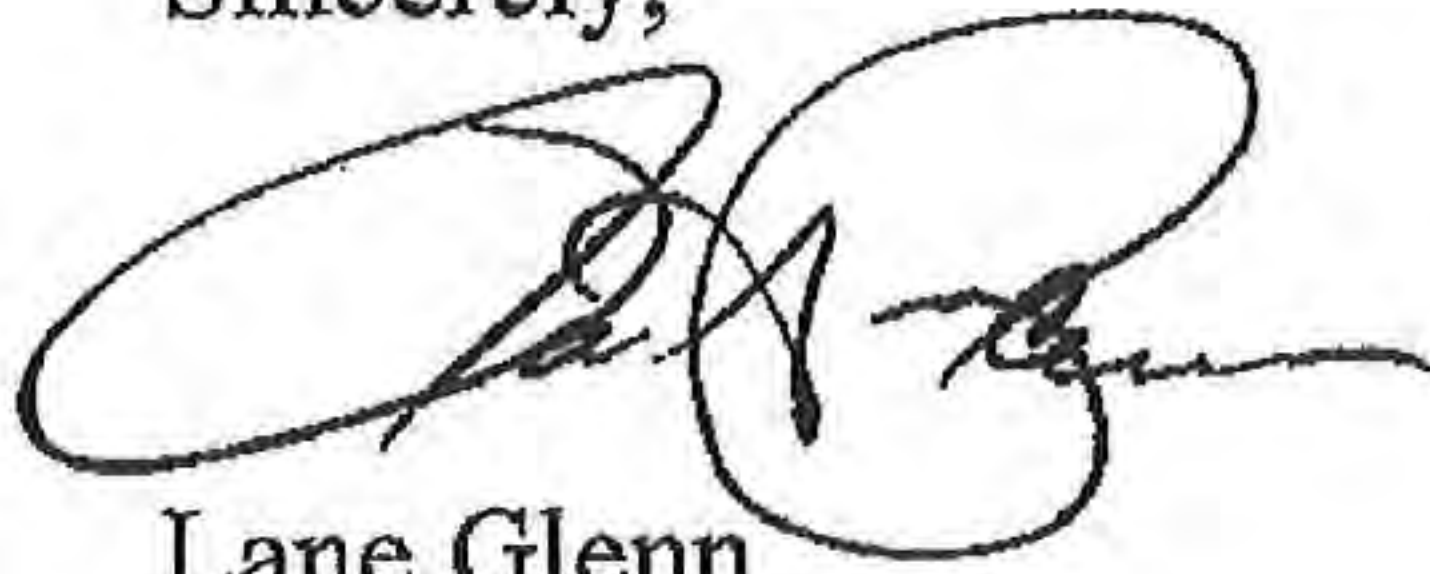
As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families -- an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan will leverage the existing foundation of systemic connectivity and will offer strength and depth to current initiatives by enhancing child outcomes through systemic investments in program quality, teacher quality, and community/family engagement. More specifically, the Department plans to develop a comprehensive statewide Kindergarten assessment system; provide the early educator workforce practice-based supports; enhance the strength of linkages between schools and communities to promote healthy child development and family engagement; and enhance the state's participation levels and capacity to measure program quality via the Quality Rating and Improvement System. These efforts converge to enable Massachusetts an opportunity to make crucial strides in closing the school readiness gap and ensure that all of our youngest citizens are ready for school and future success.

As a higher education partner in this system building endeavor, we are committed to providing practice based supports to the early educator workforce. In particular, our interest is in supporting those early educators whose primary language is not English. Towards that end, we are committed to collaborating with EEC, the Massachusetts Department of Higher Education (DHE), and other stakeholders to fully implement the existing Early Education Transfer

Compact for all early childhood educators while evaluating what supports and policies are needed to facilitate the transfer process for educators whose primary language is not English.

We look forward to joining you in this important work and continuing our partnership to support the early education workforce and the children and families they serve. We do hope this proposal receives a favorable review.

Sincerely,

A handwritten signature in black ink, appearing to read "Lane Glenn", written over a large, stylized circular flourish.

Lane Glenn
President

LG/ws/cl

NORTHAMPTON PUBLIC SCHOOLS

212 Main Street, Room 200

Northampton, MA 01060-3112

Tel (413) 587-1331 FAX (413) 587-1318 TDD (413) 587-1373

SCHOOL COMMITTEE

Honorable David Narkewicz, Acting Mayor
Alden Bourne Michael Flynn
Lise Glading-DiLorenzo, M.D.
Downey Meyer Lisa L. Minnick
Howard Moore Stephanie Pick
James Young Edward Zuchowski



Brian L. Salzer, Ed.S.

Superintendent

Mark S. McLaughlin

Business Manager

October 4, 2011

Sherrill Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The Northampton Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

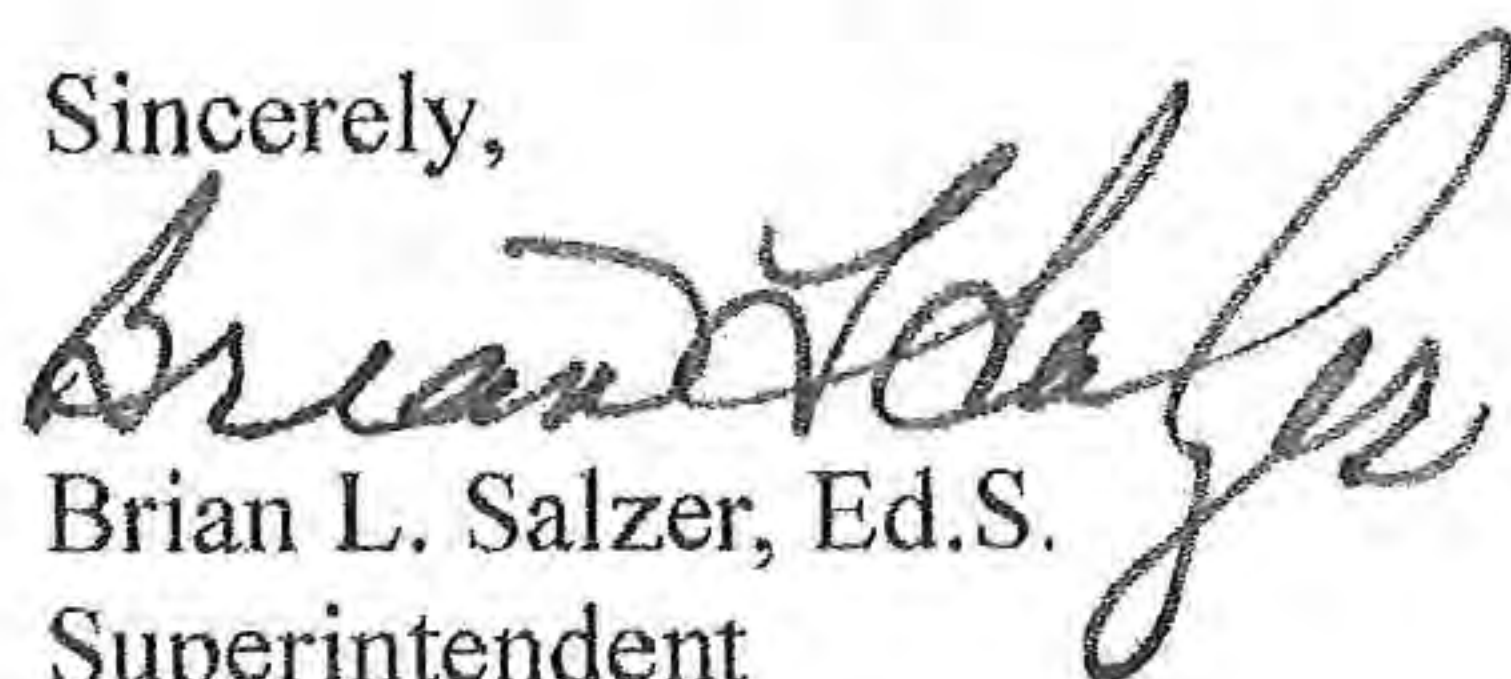
- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;

- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,



Brian L. Salzer, Ed.S.
Superintendent
Northampton Public Schools



Parents Alliance for Catholic Education

P A C E

14 Beacon Street
Suite 102
Boston, MA 02108
Phone: 617.723.9890
Fax: 617.723.9892
www.paceorg.net

October 11, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. PACE strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

The Parents Alliance for Catholic Education (PACE) is a non-profit, public policy and advocacy organization dedicated to serving the 60,000 students attending Catholic elementary and secondary schools in Massachusetts. Our membership is comprised of Catholic school parents from across the Commonwealth. PACE, as you know, engages with government officials and public policy leaders to enhance social justice and choice in education. We are proud of the diversity, creativity and academic achievements of our students, as well as the dedication of our outstanding teachers and administrators. Catholic schools offer a unique educational experience and it is the mission of PACE to assist our schools with accessing public resources for their students. We are especially proud of the fact that PACE as a member of the Early Education for all Coalition serves on the EEC Advisory Board, bringing the voice of Catholic and non-public school providers to all discussions. That was a major step forward in addressing early education issues from the mixed system of providers which now includes family, childcare, private centers, head starts, non-public and public schools from a universal perspective.

As stated in the RTTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

PACE believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Frederick M. Kalisz, Jr. (e.s.)

Frederick M. Kalisz, Jr., LP.D.
Executive Director



PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

Massachusetts
Advisory Council

Betty Bardige

Roy E. Belson

Thomas F. Birmingham

Linda Braun

William Cameron

Hanna Gebretensae

David Magnani

Carmen C. Massimiano

Pamela Richardson

Frank Robinson

Marta T. Rosa

James A. Shiminski

John Silber

Catherine Snow

Brendan Walsh

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

The Parent-Child Home Program strongly supports Massachusetts's application for the Race to the Top – Early Learning Challenge Grant. The state's proposal provides a wonderful opportunity to engage parents and enhance the continuum of services that support young children and families in Massachusetts, building a strong early childhood system that will benefit Massachusetts children and their families, preparing them for school and life success.

For more than 42 years, The Program-Child Home Program has been bringing its two-year early childhood literacy/school readiness program into homes of Massachusetts families with 2 and 3 year olds. The Program, focused on engaging and supporting low-income families in preparing their young children for school success, successfully bridges the achievement gap. Our program graduates successfully transition into pre-k and kindergarten ready to be in the classroom, move through school successfully, and go on to graduate from high school at a rate equal to their more affluent peers.

Working in 80 communities across Massachusetts (and in over 150 locations across the United States), the PCHP staff are working with high-needs children modeling early literacy strategies and techniques. They bring books and toys as the weekly curricular materials and work with families, modeling reading, play and conversation activities that build language and literacy skills. In Massachusetts last year, Parent-Child Home Program early literacy staff completed over 46,000 home visits and distributed over 23,000 high quality children's books and educational toys to children who would otherwise not have seen these materials until they entered school. These visits and materials help parents challenged by poverty, limited education, and low levels of literacy to create the language-rich home environment that all children need to succeed in school.

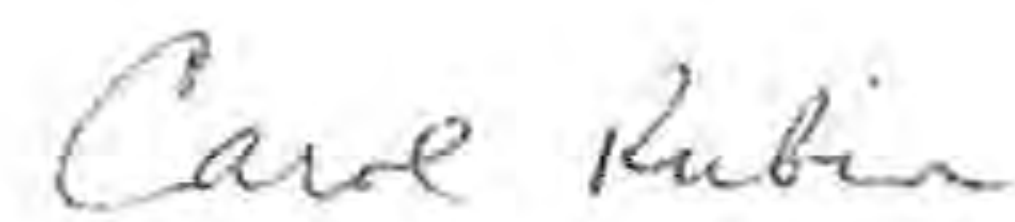
We are pleased to support the state's Race to the Top – Early Learning Challenge Grant (RTTT-ELGC) application.

The Massachusetts RTTT-ELGC initiative is built around establishing and implementing a quality rating and improvement system which integrates health and emotional development and is linked to comprehensive child assessment, workforce development, family engagement in early learning, and cross-agency data systems. These are initiatives that will benefit parents and their young children across the state. Thank you for your department's commitment to this initiative. The Parent-Child Home Program is committed to working with the state of Massachusetts to make it a success.

Very truly yours,



Sarah E. Walzer
Chief Executive Officer



Carol Rubin
MA Regional Coordinator



Letter of Support

Raising readers one book bag at a time.

October 11, 2011

Sherri Killins, Ed.D
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Killins:

It is with great enthusiasm that I am writing on behalf of Raising A Reader MA in support of the Massachusetts' application to the federal *Race to the Top-Early Learning Challenge (RTTT-ELC)* competition. Our organization shares the goals of improving the quality and diversity of early childhood curricula used in licensed centers and continuously improving the quality of teacher child-interactions. Most important is the goal we share of engaging families and communities in the education of young children across the Commonwealth.

The mission of Raising A Reader MA is to give every child an equal opportunity for achievement by engaging parents from low-income communities in a routine of daily book sharing with their children from birth through age five. Our program model, which is implemented through partnerships with early education and care centers, is proven to impact school readiness, academic performance and lifetime achievement for children. We are breaking the cycle of low literacy by giving families and communities both the tools and the support to embrace reading as a strategy for healthy development and academic success.

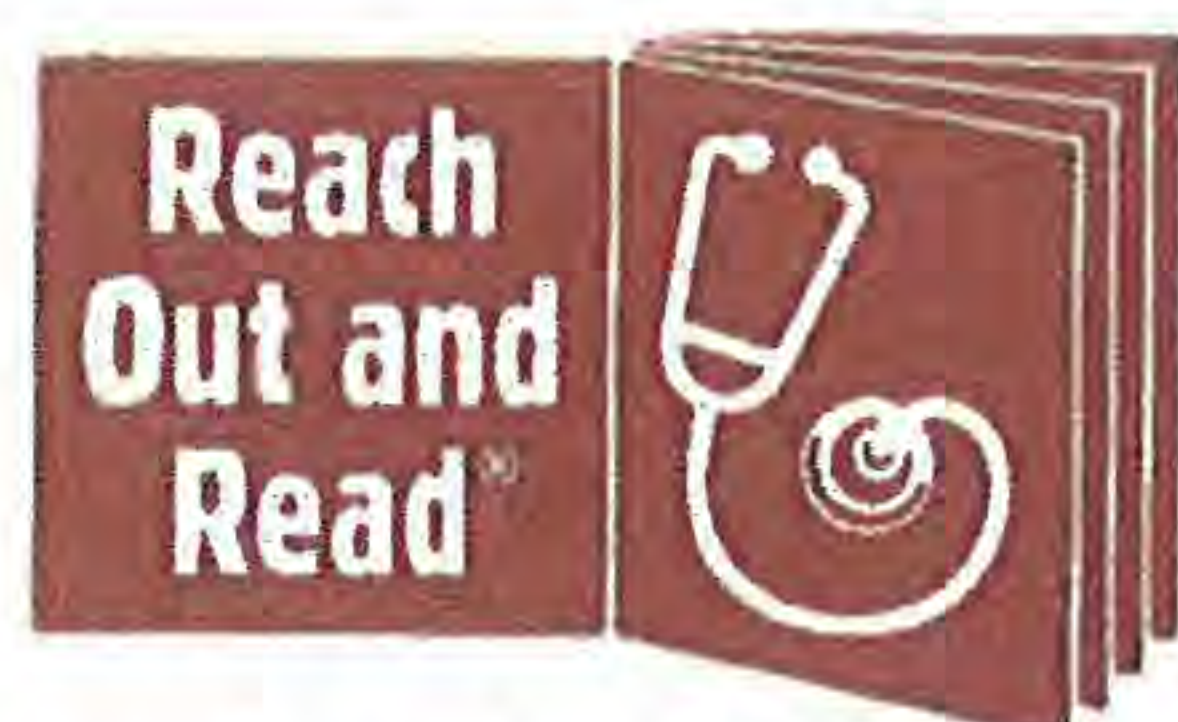
Parents are the first educators of their children, but not the only ones. The improvement agenda laid out in Massachusetts' *RTTT-ELC* application complements Raising A Reader MA's work by continuing to invest in the early education workforce as a critical partner in healthy child development. Our work will be enhanced as the Department of Early Education and Care realizes its plans for improving curriculum, assessment, and teacher training in both the formal and informal systems of early education and care in high need communities across the state. Between your work catalyzing improvements in early education and care centers, and our work catalyzing families and communities, together we take bold steps towards ensuring *every* child is ready to succeed in kindergarten in Massachusetts.

I endorse Massachusetts' application to *RTTT-ELC* without reservation. Please let me know if there is anything else I can do to support this process.

Sincerely yours,

Donna DiFillippo, Executive Director

cc: Janet Porter, Chair of the Board, Chief Operating Officer, Dana Farber Cancer Institute
Richard Rosensweig, Secretary to the Board, Partner, Goulston & Storrs



reachoutandread.org

October 4, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Reach Out and Read strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

Reach Out and Read is an evidence-based nonprofit organization that promotes early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud.

Reach Out and Read builds on the unique relationship between parents and medical providers to develop critical early reading skills in children, beginning at 6 months of age. The more than 3.9 million families served annually by Reach Out and Read read together more often, and their children enter kindergarten better prepared to succeed, with larger vocabularies, stronger language skills, and a six-month developmental edge over their peers.

Reach Out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.

Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular pediatric checkups, by advising parents about the importance of reading aloud and giving developmentally-appropriate books to children. The program begins at the 6-month checkup and continues through age 5, with a special emphasis on children growing up in low-income communities. Families served by Reach Out and Read read together more often, and their children enter kindergarten with larger vocabularies and stronger language skills, better prepared to achieve their potential.

Pediatric healthcare providers (including pediatricians, family physicians, and pediatric nurse practitioners) are trained in the three-part Reach Out and Read model to promote early literacy and school readiness:

- In the exam room, doctors and nurses speak with parents about the importance of reading aloud to their young children every day, and offer age-appropriate tips and encouragement.
- The pediatric primary care provider gives every child 6 months through 5 years old a new, developmentally-appropriate children's book to take home and keep.
- In the waiting room, displays, information, and books create a literacy-rich environment. Where possible, volunteer readers engage the children, modeling for parents the pleasures - and techniques - of reading aloud.

Reach Out and Read is proud to have collaborated with the MA Department of Early Education and Care since the department's inception. The connectivity to children and families that we gain as a result has helped to significantly support Massachusetts' youngest children and their families.

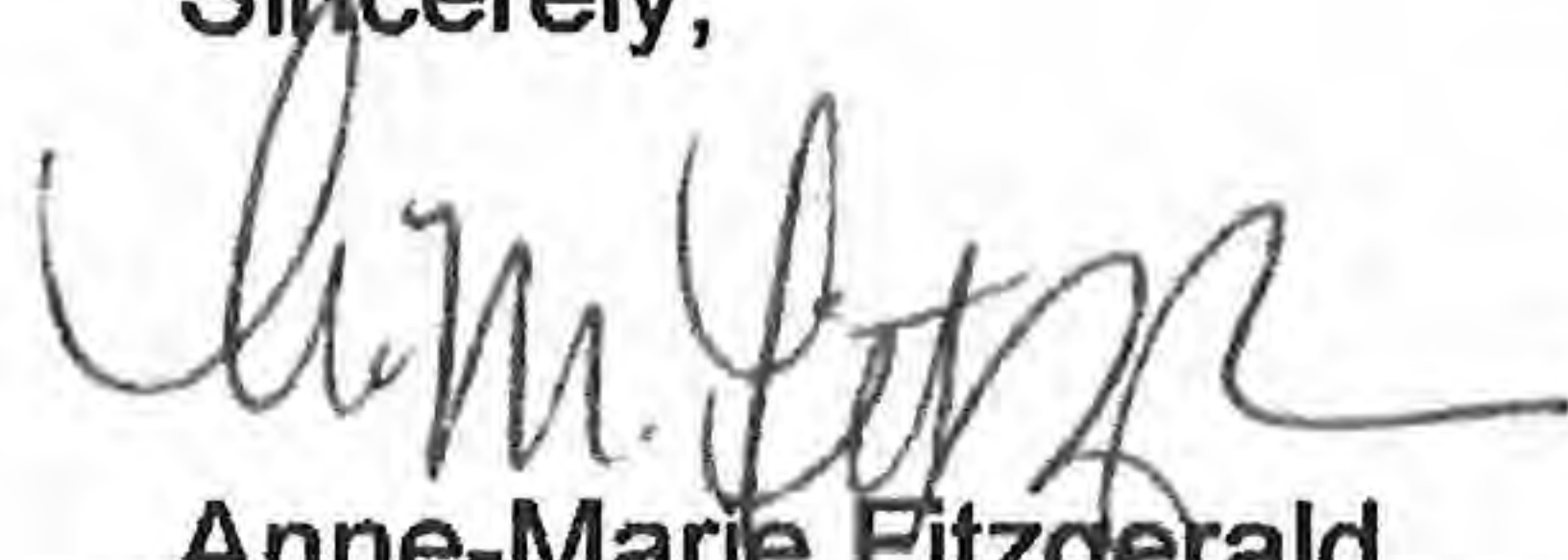
As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Reach Out and Read aligns perfectly with RTTT-ELC guidelines. RTTT-ELC is the first major federal support for young children that is dually funded and supported by both the Departments of Education and Health and Human Services. Reach Out and Read's position at the nexus of health care and education compliments this effort.

Reach Out and Read believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Anne-Marie Fitzgerald
Chief Operating Officer
Reach Out and Read



reachoutandread.org

MASSACHUSETTS READINESS CENTERS NETWORK

October 14, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the Readiness Centers Network, which is comprised of six regional Readiness Centers that are focused on improving the quality of teaching across Massachusetts, we are writing to enthusiastically endorse our state's *Race to the Top – Early Learning Challenge* (RTT-ELC) application.

The Readiness Centers were established by the Massachusetts Executive Office of Education (EOE) in 2009. These multipurpose and collaborative centers are operated by regional consortia of partners that include public and private institutions of higher education, school districts, early education and out-of-school-time providers, educational collaboratives, non-profit organizations, and business and community partners. The Readiness Centers Network includes all of the local and regional partners for the six Centers, and includes over 40 institutions and organizations statewide.

The Readiness Centers Network is committed to performing two core functions: first, providing and coordinating high-quality professional development and instructional services to educators in early education and out-of-school-time programs, K-12 institutions, and higher education institutions to address both local/regional needs and statewide priorities; and second, convening stakeholders from early education, elementary and secondary education, higher education, and other sectors to collaboratively address key education priorities, leverage resources, build statewide capacity, and increase integration and coherence across the education continuum.

We are ready to fulfill the following responsibilities of the Readiness Centers Network as described in Massachusetts' RTT-ELC application.

- The Readiness Centers Network will work in partnership with the EOE, the Department of Early Education and Care (EEC), and the Department of Elementary and Secondary Education (ESE) to implement a comprehensive kindergarten entry assessment system. In particular, all six Readiness Centers will work with EEC and ESE to provide professional development and training to kindergarten teachers and other educators regarding the implementation of kindergarten entry assessments and the use of data.
- The Readiness Centers Network will work with the EOE and EEC to convene stakeholders regarding state priorities described in Massachusetts' RTT-ELC application, including increasing school readiness for all children, but especially Children with High-Needs as defined in the RTT-

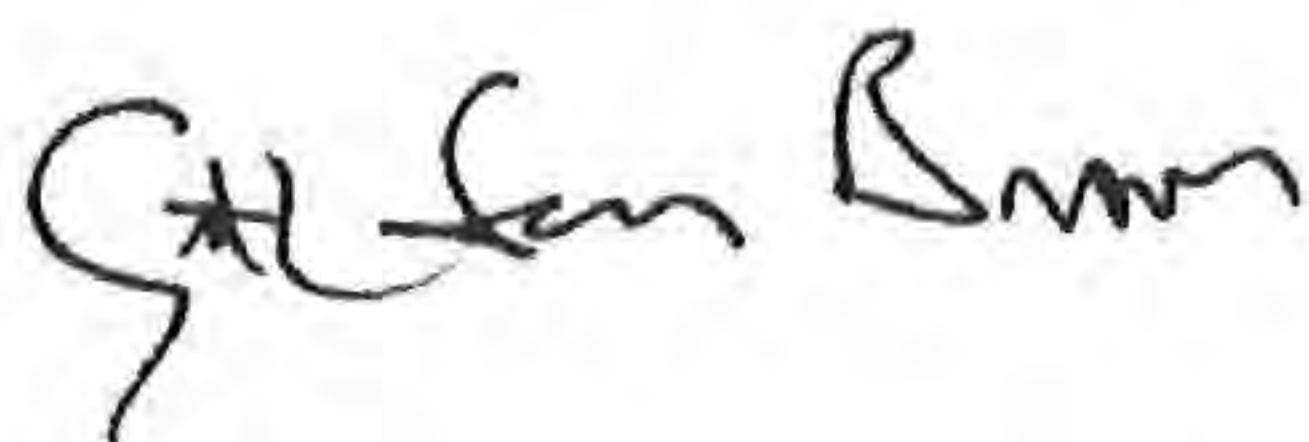
ELC application materials; improving the quality of early educator preparation programs; providing targeted support to early educators who are English language learners; and increasing family and community engagement.

We believe that our RTT-ELC initiatives will directly address the needs of the youngest citizens in our communities, their families, and members of the early education workforce, and we are committed to fulfilling our responsibilities over the course of the RTT-ELC program.

The Readiness Centers Network is continuing to generate significant interest and commitment on the part of multiple stakeholders in Massachusetts, as it represents a bold and ambitious approach to improving the core work of education – the interactions between all educators and students – but also building the architecture necessary to increase coherence and alignment across the public education system.

We are eager to work in partnership with the EOE, EEC, and other state education agencies to successfully implement RTT-ELC strategies, and strongly believe that our initiatives will significantly improve the educational and developmental experiences of young children throughout Massachusetts. Thank you in advance for your consideration of Massachusetts' RTT-ELC application.

Sincerely yours,



Cynthia Farr Brown, Ph.D.
Vice President of Academic Affairs
Massachusetts College of Liberal Arts
Berkshire Readiness Center



Pamela Hill, Ed.D.
Interim Dean of Education
Fitchburg State University
Central Massachusetts Readiness Center



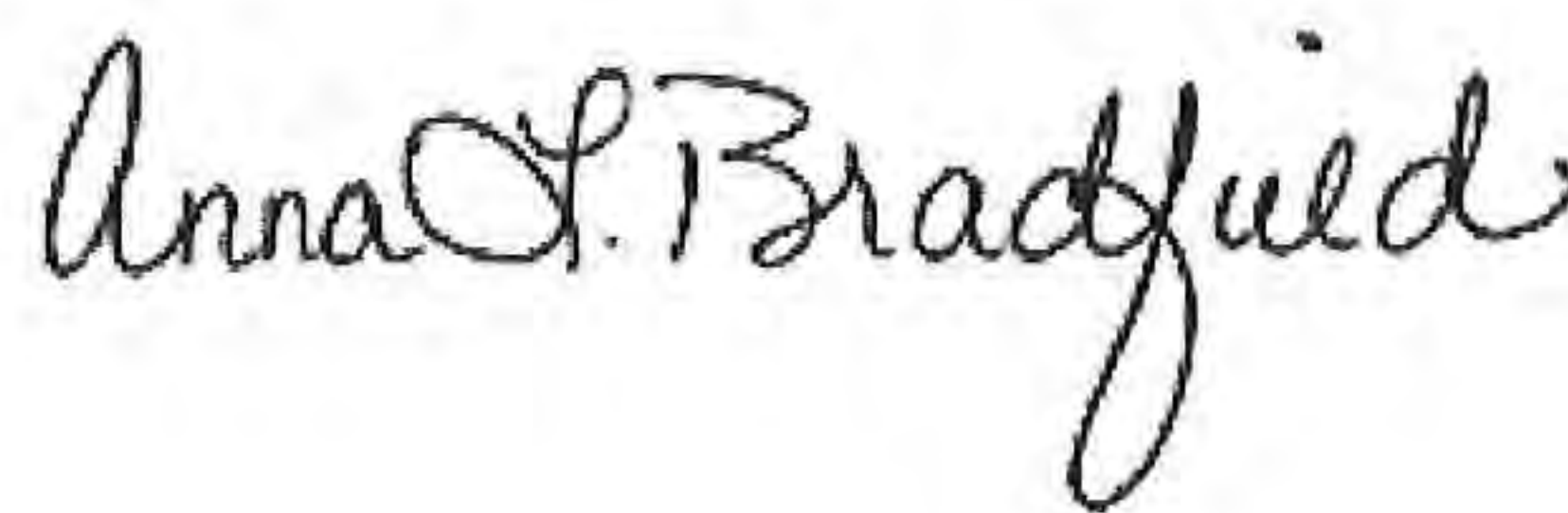
Kevin Thurston
Executive Director
Greater Boston Readiness Center



Christine Shaw
Executive Director
Northeast Regional Readiness Center



Linda Griffin, Ph.D.
Associate Dean and Professor
School of Education
University of Massachusetts Amherst
Pioneer Valley Readiness Center



Anna L. Bradfield, Ph.D.
Dean, School of Education and Allied Studies
Bridgewater State University
Southeast Massachusetts Readiness Center

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489 Whitney Avenue, 3rd Fl.
Holyoke, MA 01040

FAX: 413-535-1509

www.seiu509.org

October 12, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. SEIU Local 509 strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

SEIU Local 509 represents more than 4,000 subsidized family child care providers and over 12,000 other workers in Massachusetts, primarily staff at private social service agencies and state employees, including staff in the Department of Early Education and Care. Family child care providers with SEIU are dedicated to the well-being of the children and families they service, and have joined together to advocate for quality improvements, increased state investment in early care and education, and a voice for providers in early childhood policy in Massachusetts. EEC staff and other Local 509 members working with young children have also consistently demonstrated their strong commitment to collaborating with their employers to support the interests of children and families.

In 2011, after a neutral third-party certified that the majority of subsidized family child care providers have authorized SEIU to represent them, SEIU and EEC began quarterly meetings on subjects related to improving the stability and quality of family child care services provided through the subsidy program, working together to develop recommendations for EEC actions to strengthen the subsidy program. SEIU has also facilitated other methods of dialogue and communication between family child care providers and EEC, most recently a forum in September 2011 where more than 40 family child care providers met with the Commissioner to discuss quality enhancement strategies and Massachusetts’ RTTT-ELC application. In addition, SEIU has been active legislatively in support of funding for EEC’s programs.

As stated in the RTTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes

SUSAN TOUSIGNANT
President

STEPHEN LEWIS
Treasurer

DEREK GOODWIN
Recording Secretary

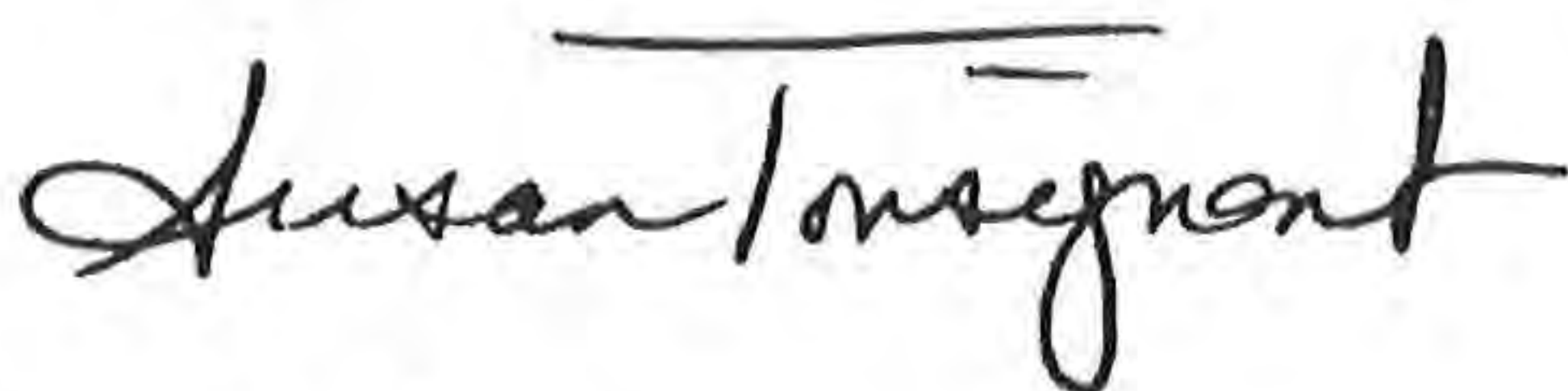
through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

While we support the plan as a whole, we are especially pleased to note EEC's acknowledgement of the importance of financial incentives and supports such as stipends and quality enhancement grants, and we look forward to working alongside EEC, the Bessie Tartt Wilson Foundation, and other partners in discussing additional strategies to increase compensation and using our organizational strength to advocate for the implementation of such strategies. We also strongly support the application's emphasis on addressing the needs of early childhood educators who are English Language Learners; as a membership organization representing hundreds of family child care providers who are English Language Learners, we are able and willing to bring their voices into the dialogue to help make the Tapping Academic Potential program and similar approaches as successful as possible. And we applaud EEC's plan to create an online curriculum hub, an idea recommended and supported by many SEIU providers, and are eager to bring their insight into developing the hub, addressing barriers to access, and promoting this resource.

SEIU Local 509 believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink that reads "Susan Tousignant". The signature is written in a cursive style with a horizontal line above the name.

Susan Tousignant

President

Service Employees International Union (SEIU) Local 509

ADVISORY COMMITTEE

Paul O'Brien Mara Aspinall
Committee Co-chair Committee Co-chair

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MA Chapter*

*American Federation of Teachers-MA
Associated Early Care and Education*

*Associated Industries of MA
Barr Foundation*

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Springfield*

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Irene E. & George A. Davis Foundation

Little Sprouts Child Enrichment Centers, Inc.

MA Afterschool Partnership

*MA Association for Early Childhood
Teacher Education*

*MA Association for the Education of
Young Children*

MA Association of Early Education and Care

MA Association of School Committees

MA Association of School Superintendents

MA Business Alliance for Education

MA Business Roundtable

*MA Child Care Resource & Referral
Agencies Network*

MA Community Colleges Executive Office

MA Community Partnerships for Children

*MA Elementary School Principals
Association*

MA Family Network

MA Head Start Association

MA High Technology Council

MA Teachers Association

MA Workforce Board Association

*Mauricio Gaston Institute for Latino
Community Development and Public Policy*

*Ogletree, Deakins, Nash, Smoak & Stewart,
P.C.*

Parent Child Home Program

Parents Alliance for Catholic Education

Quinsigamond Community College

Raising A Reader

ReadBoston

Reach Out and Read

Square One

Staples, Inc.

Strategies for Children, Inc.

The AvCar Group, Ltd.

The Family Child Care Project

The New England Council

Thrive in 5

Together For Kids

United Way of Central Massachusetts

*United Way of Massachusetts Bay and
Merrimack Valley*

Verizon

Wheelock College

YMCAs of MA



October 7, 2011

Sherri Killins, Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts
51 Sleeper Street
Boston, MA 02110

Dear Commissioner Killins:

We are writing in support of the Massachusetts application for the Race to the Top—Early Learning Challenge. The competitive grant offers an important opportunity to build on the commonwealth's progress and ongoing efforts to build a statewide system of early learning that fosters positive child growth and development, leading to a more prosperous future for all Massachusetts citizens.

The Early Education for All Campaign, an initiative of Strategies for Children, is a state-wide coalition of leaders from business, education, early childhood, labor, religion, health care and philanthropy committed to building a comprehensive system of high-quality early education in Massachusetts. We work to ensure that children in Massachusetts have access to high-quality early education and become proficient readers by the end of third grade.

We are pleased with the progress the commonwealth has made since the creation of the first-in-the-nation Department of Early Education and Care in 2005. Highlights include establishing a universal pre-kindergarten program that supports quality, reorganizing professional development to more effectively develop the capacity of the early education workforce to provide quality services, and launching a tiered Quality Rating and Improvement System that covers the mixed-delivery system of private and public providers.

Indeed, the department's overall focus on the mixed-delivery system is one its strengths and sets Massachusetts apart from the approach taken by other states. It respects parental choice and aims to infuse quality in all the settings where young children learn—Head Start, public schools, community based programs and family child care homes. We support the department's goal of ensuring that all children who receive state funds, whether through subsidies or designated slots, attend high-quality programs, an approach that targets the children with the most need within the commonwealth's pursuit of universal high-quality early education and care.

We also support the work of Department of Elementary and Secondary

Education, the Department of Higher Education and the Executive Office of Education to build an aligned, seamless education system that runs from birth to college and career readiness. We were pleased that Massachusetts, in its successful Race to the Top application, addressed the invitational priority on early education. Winning a grant in this new round of federal funding would complement the work already undertaken with the earlier funding.

As detailed in its application, Massachusetts would use funds from the Early Learning Challenge to build on a strong foundation of programs and services for young children with investments aimed at improving child outcomes through program quality, teacher quality, and community and family engagement. Specifically, we are delighted to see the following elements addressed in the plan:

- Design and implement a comprehensive assessment system;
- Engage and strengthen communities and families;
- Support workforce development and increased compensation;
- Improve program quality (primarily through the QRIS);
- Link schools and communities to promote healthy child development; and
- Build data systems to support infrastructure.

For these reasons, we wholeheartedly support Massachusetts' application for an Early Learning Challenge grant and urge the federal government to fund the commonwealth at the full \$50 million for which we are eligible. Massachusetts has both the infrastructure and the leadership to take full advantage of the opportunity the Early Learning Challenge presents to accelerate the process of building a statewide system of high-quality early education and care.

We believe the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families and citizens across the commonwealth.

Sincerely,

Amy O'Leary, Campaign Director
Early Education for All

Margaret Blood, Founder and President
Strategies for Children

Mara G. Aspinall, Committee Co-Chair
Early Education for All

Paul O'Brien, Committee Co-Chair
Early Education for All

Mary Ann Anthony, Representing
Catholic Charities

Helen Charlupski, Representing
Massachusetts Association of School Committees

Barbara Black
Northampton Public Schools

Jondavid "JD" Chesloff, Executive Director
MA Business Roundtable

Katie Britton, Representing
Thrive in 5

Donna DiFillippo, Executive Director
Raising a Reader MA

Dianne Bruce, Representing
Together For Kids

Asa Fanelli, Executive Director
Horizons for Homeless Children

Marcia Farris, Executive Director
MA Association for the Education of Young Children

Anne-Marie Fitzgerald, Representing
Reach Out and Read

Jillayne T. Flanders, Representing
MA Elementary School Principals' Association

Sally Fuller, Representing
READ!

Carol Goldberg, President
The AvCar Group, Ltd.

Eve Gilmore, Representing
Edward Street Child Service

Greg Hagan, MD, President
MA Chapter, American Academy of Pediatrics

Kimberly Haskins, Senior Program Officer
Barr Foundation

Joan Kagan, President & CEO
Square One

Susan Leger-Ferraro, Founder & CEO
Little Sprouts Child Enrichment Centers, Inc.

Richard Lord, President
Associated Industries of MA

Theresa Lynn, Executive Director
ReadBoston

Katie Magrane, Executive Director
Massachusetts Afterschool Partnership

Charlene Mara, Coordinator, Early Childhood Education
Quinsigamond Community College

Kathy Modigliani, Director
The Family Child Care Project

Gwen Morgan, Representing

Wheelock College

Danielle Morrow, Representing
MA Community Partnerships for Children

Linda Noonan, Managing Director
MA Business Alliance for Education

Jeri Robinson, Representing
The Boston Children's Museum

Ada Rosmarin, Representing
Milton Public Schools

Carol Rubin, Massachusetts Regional Coordinator
Parent Child Home Program

Thomas Scott, Executive Director
MA Association of School Superintendents

Peg Sprague, Representing
United Way of Massachusetts Bay & Merrimack Valley

Joanne Szamreta, Representing
Massachusetts Association for Early Childhood Teacher
Education

Paul Toner, President
MA Teachers Association

Kathy Treglia, Representing
YMCAs of MA

Mary Walachy, Executive Director
Irene E. and George A. Davis Foundation

Phyllis Walt, Representing
Massachusetts Association for Early Childhood Teacher
Education

James C. Ward, Executive Director
Early Childhood Centers of Greater Springfield

Pat Xavier
Boston Alliance for Early Education

Wayne Ysaguirre, President & CEO
Associated Early Care and Education



SOUTH HADLEY PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

Town Hall—116 Main Street
South Hadley, MA 01075-2898
(413) 538-5060
(413) 532-6284 FAX

Dr. Gus A. Sayer
Superintendent of Schools

October 5, 2011

Sherri Killins, Ed.D.
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top – Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The South Hadley Public School District believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families – an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating students' transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g., the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g., cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and

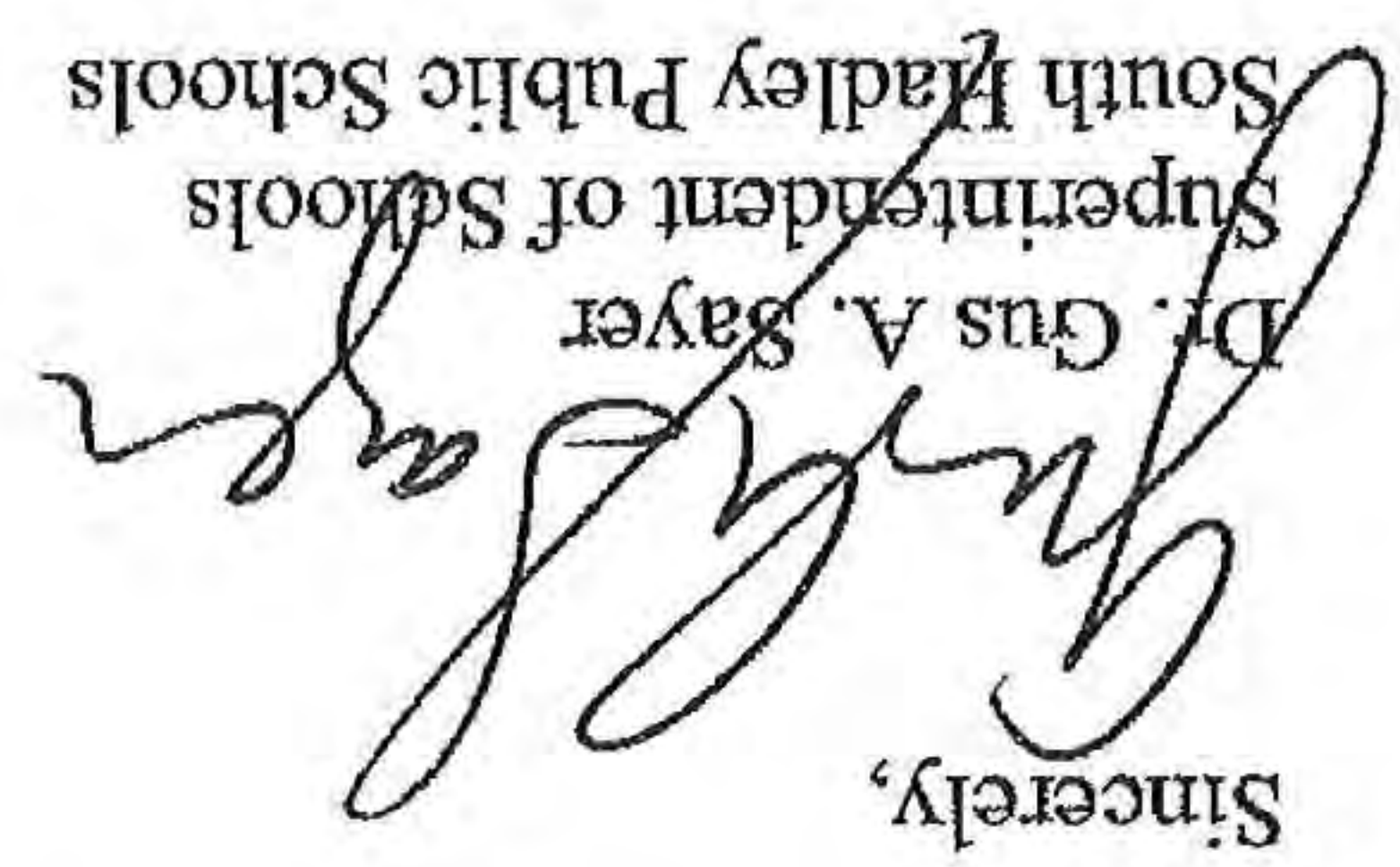
Sherry Killins, Ed.D., Commissioner
Department of Early Education and Care
RE: RTTT-EI/C Letter of Support – South Hadley
October 5, 2011
Page 2 of 2

- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergartners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,


Dr. Gus A. Sayer
Superintendent of Schools
South Hadley Public Schools

cc: Jill Flanders, Principal, Plains Elementary School

SOUTHBRIDGE PUBLIC SCHOOLS

41 Elm Street
Southbridge, MA 01550
Telephone: 508-764-5414
Fax: 508-764-8325



Eric D. Ely, MS Ed
Superintendent of Schools
eeely@southbridge.k12.ma.us

Terry Wiggin
Interim Business Manager
wiggins@southbridge.k12.ma.us

October 11, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top—Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Southbridge Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

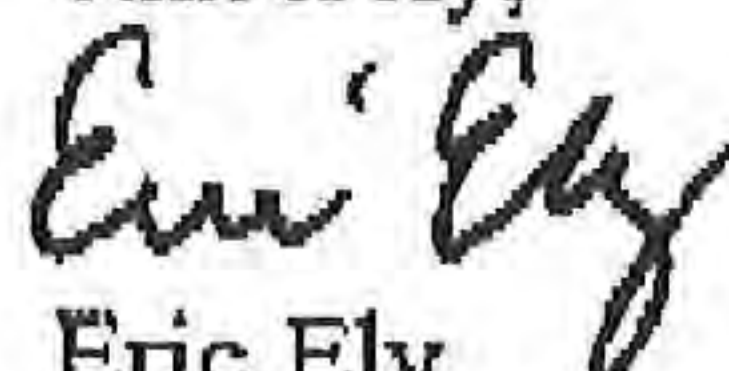
Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,



Eric Ely

Superintendent of Schools
Southbridge Public Schools



Central Office
1550 Main Street, 2nd Floor
P.O. Box 1410
Springfield, MA
01103-1410

SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

Dr. Alan J. Ingram
Superintendent of Schools
ingrama@sps.springfield.ma.us
Tel. 413.787.7087
Fax. 413.787.7171
October 7, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
51 Sleeper Street
Boston, MA 02210

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts’ early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The Springfield Public School district believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts’ high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student’s transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state’s decision to use item analysis to develop a common metric of children’s school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children’s learning that has made Massachusetts a national leader in education.

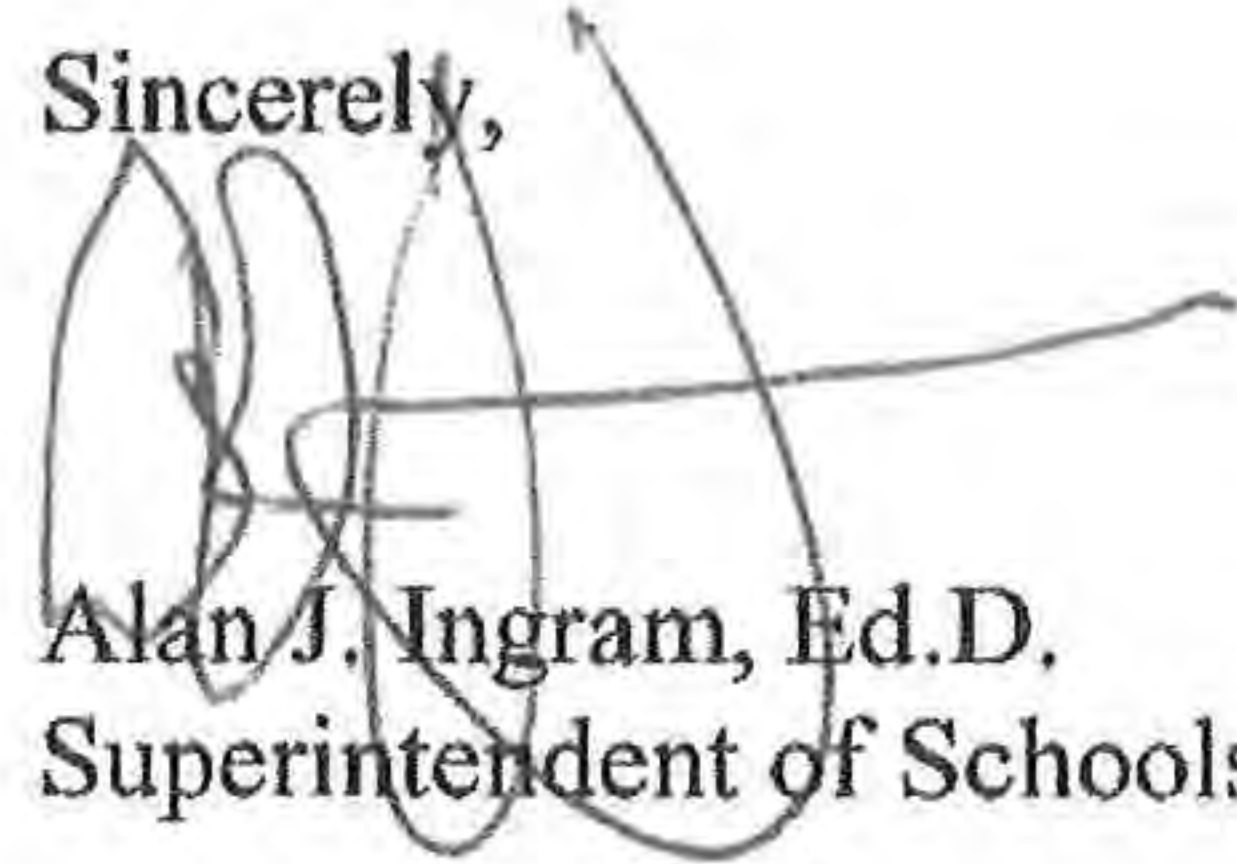
Specifically, the MKEA will provide the following benefits:

- Assess children’s growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alan J. Ingram', written over a horizontal line.

Alan J. Ingram, Ed.D.
Superintendent of Schools



TAUNTON PUBLIC SCHOOLS

*215 Harris Street
Taunton, Massachusetts 02780
Tel. (508) 821-1100
Fax (508) 821-1177*

Julie Hackett, Ed.D.
Superintendent of Schools

Steven Leonard, Ed.D.
Assistant Superintendent

John J. Cabral
Assistant Superintendent for
Finance and Operations

Academic excellence for every student, in every classroom, in every school.

October 10, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Taunton Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

We recognize that this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating students' transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding the learning of our children that has made Massachusetts a national leader in education.

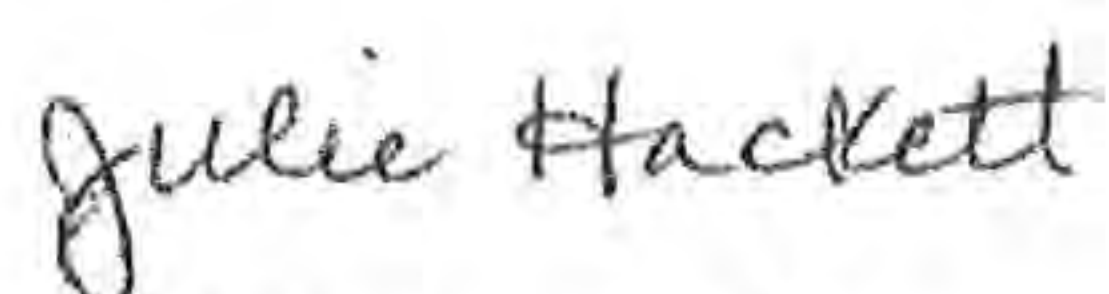
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- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

We are committed to supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in cursive script that reads "Julie Hackett".

Julie Hackett, Ed.D.
Superintendent of Schools
Taunton Public Schools

October 13, 2011



Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Thrive in 5 strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we welcome the opportunity to submit this letter of support.

Thrive in 5 is Boston’s citywide movement to ensure that children from families of all races, ethnicities, incomes, abilities and languages have the opportunities and support they need for success in school and beyond. Launched in 2008 by Mayor Thomas M. Menino and United Way of Massachusetts Bay and Merrimack Valley, Thrive in 5 achieves its mission by partnering with families, early education and care providers, health providers, and others to build capacity to support school readiness, strengthen the quality of existing services, expand and create new programs and initiatives to meet demand, and measure progress to ensure accountability. EEC’s support at the local level helps us achieve our goal of high quality early education and care for Boston’s youngest children through professional development, accreditation support and system-wide planning and collaboration. We also value your participation and thoughtful contribution as a member of the Thrive in 5 Leadership Council, making connections between our local work and the state’s priorities.

As stated in the RTT-ELC application, this “...is an opportunity to build a more unified approach to supporting young children and their families – an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” We are excited at the strong alignment between this application and our work, and enthusiastically endorse the following strategies:



Thrive in 5 is sponsored by Boston Mayor Thomas M. Menino and United Way of Massachusetts Bay and Merrimack Valley

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

Thrive in 5 believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Carolyn O'Brien
Interim Executive Director
Thrive in 5



*Thrive in 5 is sponsored by Boston Mayor Thomas M. Menino and
United Way of Massachusetts Bay and Merrimack Valley*



October 7, 2001

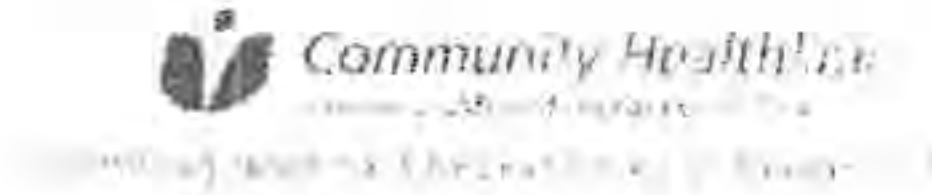
Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top- Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick's direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. Together For Kids (TFK) strongly supports the state's early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

Together For Kids has worked closely with the MA Legislature and the Department of Early Education and Care in support of public policies and funding around early childhood mental health issues. Since our founding in 2000, Together For Kids has remained true to its mission, namely, to promote the general health and emotional well-being of young children and families throughout Central Massachusetts, in particular, and the Commonwealth as a whole. With private and federal funding support TFK has carried out research identifying effective strategies to use in helping children exhibiting challenging behaviors to remain and flourish in the classroom. In doing so, we have trained teachers to use particular approaches and curriculums to promote children's social emotional development and cognitive development and learning; we have aided parents by helping them to use selected strategies at home. In addition, as the TFK Project Director, I have worked with EEC, serving on its statewide Advisory Committee since its inception. The Advisory Committee, comprised of people representing the many aspects of the work of the department, keeps the central office staff apprised of issues and developments in the field, and the EEC staff keeps the representatives up to date on the workings of the central office. Our two groups meet regularly throughout the year and where needed, as the TFK Project Director I have served on subcommittees.

As stated in the RTTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families-an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Department's plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes



275 Belmont Street Worcester, MA 01604
Tel: 508-853-6100 Fax: 508-853-6120



through investments in program quality, teacher quality, and community/family engagement. Specifically, Together For Kids endorses the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

We know advancement is needed on each and every one of these dimensions to build a coherent and successful statewide early childhood system. Assessment has been integral to our success. Through our research TFK has reduced to statistically significant degrees both the expulsion rates from childcare of pre-school children with challenging behaviors as well as the number of children needing special education services upon entering kindergarten. These achievements were due in part to our work with families and in part with our work with the child care educators, having as a goal with both, advancing social - emotional and cognitive development. To succeed, children, families and teachers must all be "on the same page" and we can only achieve this by communities, families and agencies working together, as we have. And, we know we have gotten to our goal by measuring our path, which is what we have done through our research.

Together For Kids believes the high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

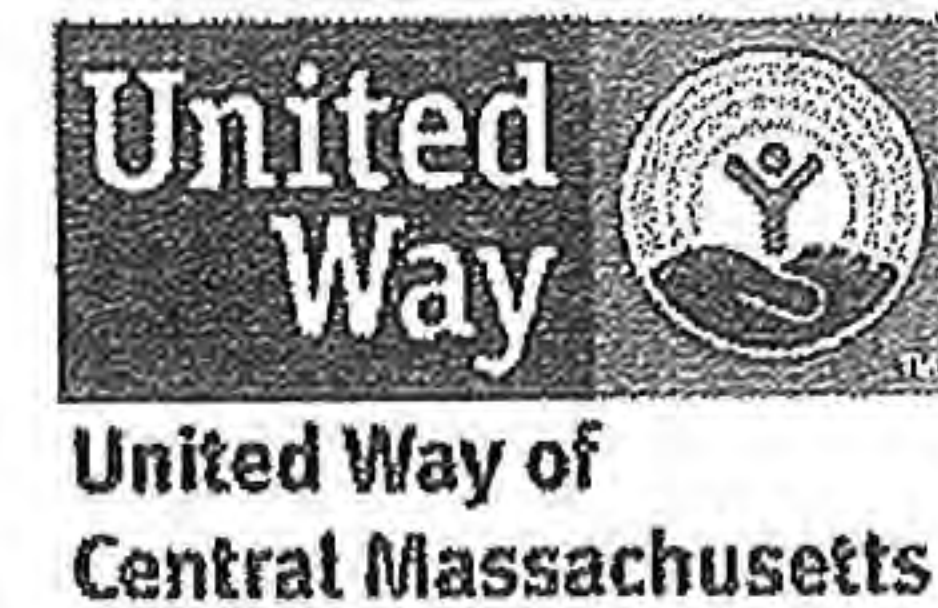
Sincerely,

Lynn Hennigan, MSW, M.Ed., LICSW
Director of Services for Young Children
Community Healthlink
275 Belmont St.
Worcester, MA 01604

Ann L. Flynn, Ed.D.
Chair, Together For Kids Coalition
Guild of St. Agnes Early Education and Care
405 Grove Street, 2nd Floor
Worcester, MA 01605



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October 13, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. United Way of Central Massachusetts (UWCM) strongly supports the Commonwealth’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

United Way connects people and resources to improve the community. We have had a long history as a funder of early education and care, and fully support efforts to improve the quality of this system as a whole. Even before receiving a Promise Neighborhoods planning grant, UWCM was working to align EEC providers in using common curriculum and evaluation tools. To see this work being approached at a state level is very exciting. Most recently, we helped to leverage a grant to Edward Street Child Services from the Jessie B. Cox Charitable Lead Trust to improve and align early childhood systems such as schools and community based organizations to maximize resources and assure children and families have the necessary tools to succeed. In addition, we have worked with the Together for Kids Coalition for early childhood mental health which has led to state-wide reforms in addressing the behavioral health challenges of children, and their ability to access quality care. We have been both a funder and a partner in charting the course of those efforts.

Echoing what is stated in the RTT-ELC application, UWCM sees this as “...an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment and data-sharing system;

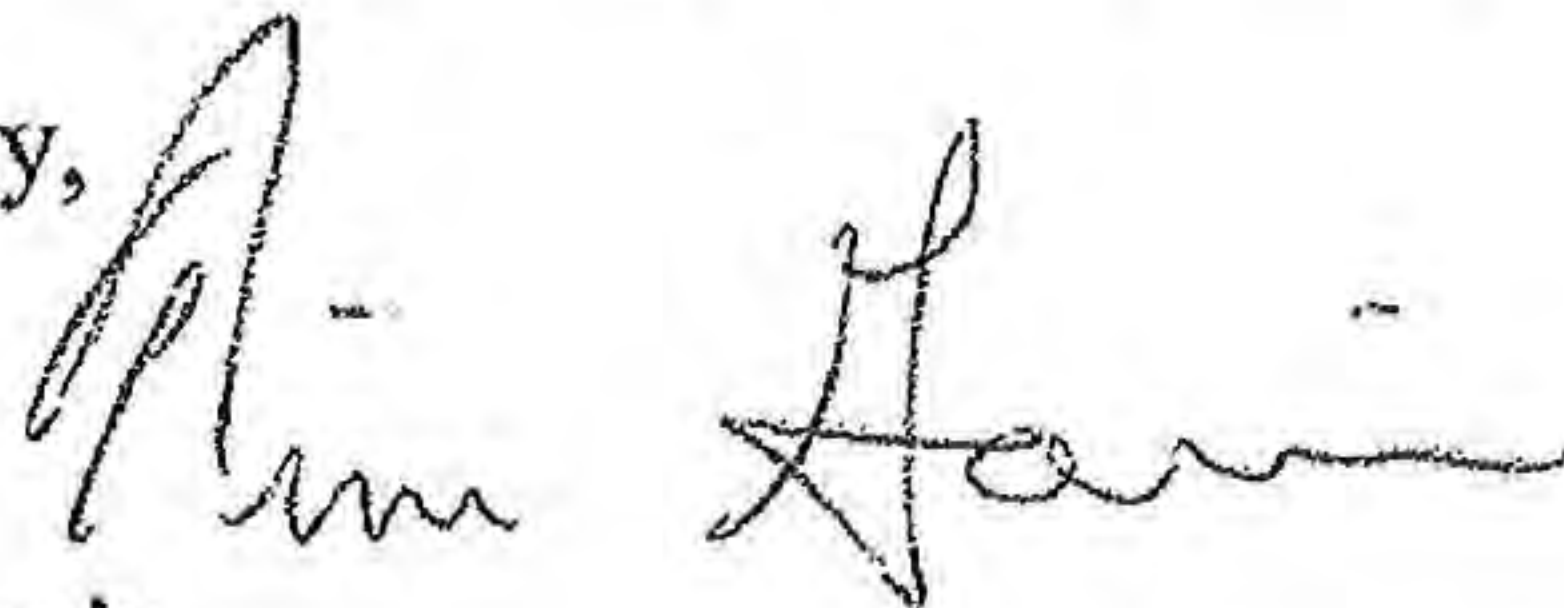
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities through wrap-around zones to promote healthy child development birth-to-20; and
6. Build data systems to support infrastructure.

Utilizing community supports will create a supportive environment for students and their families that will ultimately improve student performance. One of the cornerstones of our work as a Promise Neighborhood planning grantee was the development of wrap-around zones that will support children and families and connect them with community resources. We are excited to see this is a part of the proposed state plan as well. As a community resource and a partner in these efforts, United Way offers a natural connection point to assist early education and care providers and schools in accessing youth development and health & human-services programs to meet the needs of students and families. Additionally, United Way as a system has put considerable effort into “what works” in family engagement strategies, and hopes to see the broader dissemination and utilization of those tools and resources by community partners.

I currently serve as chair of the Council of Massachusetts United Ways, and together we have committed to increasing graduation rates for our youth. In 2008, United Way World-wide set an ambitious goal of cutting the high school dropout rate in half by 2018 and our local communities have been mobilizing for action around this goal. Together with the Forum for Youth Investment, we developed a state-wide action plan, “Success for Life” that was endorsed by Governor Deval Patrick and the State’s Readiness Cabinet early last year. More than 100 members worked together to develop a shared set of goals and strategies to improve life-long odds for children and youth in our state, and included representatives from nearly all the Massachusetts United Ways, 14 state government agencies, 40 local and regional leaders, and 19 youth representatives. Our work locally is guided by a strategic plan that focuses on investing in educational opportunities, supporting strong families, and building healthy communities. Certainly this work will fit perfectly into the model as proposed by the Massachusetts Department of Early Education and Care (EEC) to close school readiness gaps and improve outcomes for all children.

United Way of Central Massachusetts strongly believes that the high-quality plans detailed in the state’s early learning and development reform agenda present a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Tim Garvin
President & CEO
United Way of Central MA

October 11, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts



**United Way
of Massachusetts Bay
and Merrimack Valley**

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to support system building efforts that foster positive child growth and development, leading to a more prosperous future for all Massachusetts citizens. Under Governor Deval Patrick’s direction, we understand that the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the RTTT-ELC application and is well positioned to compete for funding. United Way of Massachusetts Bay and Merrimack Valley (UWMBMV) strongly supports the state’s early learning and development reform agenda. It is an aggressive, yet appropriate plan for closing school readiness gaps and improving outcomes for all children, especially high needs children. Toward this end, we are submitting this letter of support.

UWMBMV brings our communities together to help improve people’s lives and strengthen the neighborhoods in our region. Our United Way was built on the belief that together, we can accomplish more than any individual or organization can alone. Our investment strategy unites our network of partner agencies under a set of shared goals and ties our funding to the achievement of specific measurements, increasing our likelihood of driving substantial change in our region. Our goals are that:

- Children are ready to learn when they enter school;
- Kids are engaged in learning so they graduate high-school able to compete; and
- Families achieve financial stability.

UWMBMV supports Healthy Child Development programming across our Eastern Massachusetts service area of 87 cities and towns. This programming is designed to meet the social and emotional developmental needs of young children so that they enter school ready to learn and succeed. Last year, through our programming, 22,805 young children were served in high quality programs and 2,847 staff were trained or received consultation in social-emotional development of children. In addition, 97% of our program sites are now using research-based assessment tools and more than 1,200 children were able to remain in child care programming rather than being expelled due to enhanced staff capacity and training to address the challenges and issues presented.

We focus on achieving quality as a means to achieve optimal child and family outcomes. We measure our success based on our ability to improve the quality of programming for young children by building program and agency capacity. More specifically, we chose quality measures in the areas of:

- early screening and child assessment;
- professional development and training;
- retention of children with challenging behaviors; and
- strength-based family support practices and measurement.

As noted later, these goals align closely with EEC's endorsed plan. To accomplish the work, United Way partners with EEC to convene the field to foster positive child growth and development. I'd like to share three recent examples of particular significance.

The first is a coordinated effort currently underway to raise visibility and change the conversation about children's issues in Massachusetts. *Brain Building in Progress* is a statewide public-private partnership that has been led by EEC and United Way, to raise awareness of the importance of the first years of a child's development to their future success and our region's future workforce and prosperity. This visibility partnership builds off of work that EEC and United Way led for seven months with organizations across the state. Stakeholders from across the state received technical assistance and training from Frameworks Institute on approaches and strategies to communicating with the public about early childhood. The campaign now aims to provide lift and visibility to the many innovative movements and organizations that are happening across the state around early childhood development and serve as an overall frame for why all of this work is critical to the future of Massachusetts. To date, a PSA has been aired on two TV channels and related website, generating more than 2 million net impressions. Two advertorials have been run by prominent business leaders in the Boston Globe and several regional daily papers. A website has also been launched to serve as a landing page for those inspired and ready to learn more.

A second example of United Way's partnership with EEC is the work we did together this past year to support the implementation of the state's QRIS. United Way's role in the partnership was to administer the FY'11 QRIS program quality improvement grants. In total, \$2,820,000 in funding was awarded to 449 programs and educators across 140 communities in the Commonwealth. Awards were made in all six EEC Regions and to all three program types: After School and Out of School Time, Center and School Based, and Family Child Care. Measurable results achieved through this grant include:

- 66 FY11 QRIS Grantees self-assessed an increase of one level or more on the QRIS during the period of the grant
- 1,114 educators improved their credentials as a result of this funding
- 16,968 children and families impacted through this grant

United Way is committed to continuing to support the state's implementation of the QRIS and is also finding innovative ways to engage our donor community in this work.

A third recent example of EEC and United Way's collaboration is our work on the Out-of-School Time (OST) Literacy and Learning Promotion Grant. To prevent summer learning loss and ultimately maintain or increase student reading skills, the Summer Learning Collaborative sought to improve school partnerships, family engagement and the confidence and competency of OST staff to provide intentional literacy activities. Key elements supported this strategy: forming a public-private partnership; strengthening existing resources, aligning curriculum, connecting school and OST staff; making learning fun with an engaging summer curriculum; and fostering family involvement, school/OST collaboration and community engagement. In an evaluation of the first year of the program, we found that the 85% of the children participating in the initiative avoided the typical learning loss described in research. The project continued in a second summer in 16 community-based OST programs, and our initial results indicate that:

- Children participating in the program were able to correctly read 20 more words per minute, on average, in the spring versus the fall. These improvements are greater than those of a comparison group of children who did not participate in our partner OST programs.
- Children participating in the program demonstrated an improved attitude toward reading- they are more likely to enjoy reading and view it as fun.
- 94% of coaches say that staff who received training are now better able to engage children in activities; 89% say staff are better prepared to teach literacy and feel more supported, competent and confident to do so.

This project has continued this past summer and our results will be available shortly.

Inherent to United Way's philosophy is the bringing together of community, state, and private resources. We continue to seek ways to leverage private resources with the state's resources, and form deeper collaborations and accomplish better results.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an

approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.” The Department’s plan leverages an existing foundation of systemic connectivity to augment current initiatives aimed at improving child outcomes through investments in program quality, teacher quality, and community/family engagement. Specifically, we endorse the following:

1. Design and implement a comprehensive assessment system;
2. Engage and strengthen communities and families;
3. Support workforce development and increased compensation;
4. Improve program quality (primarily through the QRIS);
5. Link schools and communities to promote healthy child development; and
6. Build data systems to support infrastructure.

United Way endorses this direction.

UWMBMV believes the high-quality plans detailed in the state’s early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. We look forward to supporting EEC and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Michael K. Durkin
President

United Way of Massachusetts Bay and Merrimack Valley



Urban College of Boston

Office of the President

A TWO-YEAR COLLEGE
CHARTERED IN 1993

October 12, 2011

Sherri Killins, Ed.D.
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top – Early Learning Challenge* (RTT-ELC) offers to support system-building efforts that foster positive child growth and development, leading to a prosperous future for all Massachusetts citizens. Under Governor Patrick's direction, the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency dedicated to this application and is well positioned to compete for funding. As a key partner in the success of moving the Commonwealth's efforts forward, we are submitting this letter of support for inclusion in the RTT-ELC application.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." Many of EEC's current efforts align strongly with the priorities of the RTT-ELC. To that end, the Department's plan will leverage the existing foundation of systemic connectivity and will offer strength and depth to current initiatives by enhancing child outcomes through systemic investments in program quality, teacher quality and community/family engagement. More specifically, the Department plans to develop a comprehensive statewide Kindergarten assessment system; provide the early educator workforce practice-based supports; enhance the strength of linkages between schools and communities to promote healthy child development and family engagement; and enhance the state's participation levels and capacity to measure program quality via the Quality Rating and Improvement System. These efforts converge to allow Massachusetts an opportunity to make crucial strides in closing the school readiness gap and ensure all of our youngest citizens are ready for school and future success.

As a higher education partner in this system building endeavor, we are committed to providing practice based supports to the early educator workforce. In particular, we are committed to supporting those early educators whose primary language is not English. Towards that end, we are committed to:

- Collaborating with EEC and other partners to implement viable strategies that enable early childhood educators who are English language learners to access higher education and attain degrees.
- Offering early childhood education content-based professional development in native languages with ESL supports so that working educators get the content knowledge they need while learning English. Tapping Academic Potential (TAP), a federally funded project is one of the highly successful strategies programs Urban College has developed to educate English language learners. We are committed to collaborating with EEC to support the work of the Department in this area with TAP strategies and multiple pathways.

- Making early childhood education content-based professional development, such as courses on early literacy or early learning guidelines or infants and toddlers, accessible across Massachusetts through existing networks like the Readiness Centers and/or by becoming part of a distribution system for these resources.
- Collaborating with EEC, the Massachusetts Department of Higher Education (DHE), and other stakeholders to fully implement the existing Early Education Transfer Compact for all early childhood educators while evaluating what supports and policies are needed to facilitate the transfer process for educators whose primary language is not English.
- Partnering with EEC and other stakeholders to support both monetary and non-monetary recognition of professional development through the use of memoranda of understanding that recognize the mutual responsibility programs and the educators they employ for advancing individual professional growth, helping programs retain staff, and providing stability and continuity to the children in care.

We look forward to joining you in this important work and continuing our partnership to support the early education workforce and the children and families they serve

Sincerely,

A handwritten signature in black ink, appearing to read "R. Regan".

Robert Regan
President

October 17, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Ware Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.



Watertown Public Schools

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Jean M. Fitzgerald Ed.D.
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Darilyn C. Donovan M.Ed.
Interim Assistant Superintendent
ddonovan@watertown.k12.ma.us

October 10, 2011

Sherri Killins, Ed.D
Commissioner
Dept. of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins,

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. Watertown Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to join a cohort of participating school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

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- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to gain crucial information on school readiness gaps.

WEST SPRINGFIELD PUBLIC SCHOOLS

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Russell Johnston, PhD
Superintendent of Schools
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Kevin McQuillan
Acting Assistant Superintendent
mcquillan@wsps.org
413-263-3298

October 11, 2011

Sherri Killins, Ed.D
Commissioner
Department of Early Education and Care
51 Sleeper Street
Boston, MA 02210

Dear Dr. Killins:

I am writing to thank you for the opportunity to participate in the Massachusetts Kindergarten Entry Assessment (MKEA) system. While we appreciate the invitation to be part of your effort in conjunction with the recently unveiled *Race to the Top – Early Learning Challenge*, the district has recently adopted Tools of the Mind, which we are implementing at our in our kindergarten program at John Ashley School. Our involvement in this comprehensive research study limits our capacity to take on other initiatives at this time, thus we will not be able to participate in the MKEA.

Thank you for your consideration, and I wish you much success with the project. Please feel free to contact me at 413-263-3300 should you have any further questions.

Sincerely,

Russell Johnston, PhD
Superintendent of Schools

RJ/emmm

cc: Mrs. Shelly St. George, Principal, John Ashley School

OFFICE OF THE PRESIDENT

October 4, 2011

Sherri Killins, Ed. D
Commissioner
Department of Early Education and Care
51 Sleeper Street
4th floor
Boston, MA 02210

Dear Commissioner Killins:

I am writing on behalf of Wheelock College to express our institutional support for the Commonwealth's application to *Race to the Top – Early Learning Challenge* (RTT-ELC). We strongly believe that it offers an unprecedented opportunity to support system-building efforts that foster positive child growth and development, leading to a prosperous future for all Massachusetts' citizens. We are excited that under Governor Patrick's direction, the Massachusetts Department of Early Education and Care (DEEC) has been designated as the lead agency dedicated to this application; we know that DEEC is well positioned to compete for funding. As a key partner in the success of moving the Commonwealth's efforts forward, we are submitting this letter of support for inclusion in the RTT-ELC application.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." Many of DEEC's current efforts align strongly with the priorities of the RTT-ELC. To that end, DEEC's plan will leverage the existing foundation of systemic connectivity and will offer strength and depth to current initiatives by enhancing child outcomes through systemic investments in program quality, teacher quality and community/family engagement.

More specifically, the Department plans to develop a comprehensive statewide Kindergarten assessment system; provide the early educator workforce practice-based supports; enhance the strength of linkages between schools and communities to promote healthy child development and family engagement; and enhance the state's participation levels and capacity to measure program quality via the Quality Rating and Improvement System. These efforts converge to allow Massachusetts an opportunity to make crucial strides in closing the school readiness gap and ensure all of our youngest citizens are ready for school and future success.

As a higher education partner in this system building endeavor, Wheelock College is committed to continuing to provide practice based supports to the early educator workforce. Over the past several years, we have worked through our Aspire Institute in partnership with the Department of Early

Education and Care to create, Together for Quality, a partnership with the United Way and CAYL Institute which works to implement the state's Quality Improvement Rating System – offering training, support, coaching, mentorship and grants to providers increasing the field's capacity to participate in the system. In addition, we have delivered the child assessment training, coaching and technical assistance to increase the way in which programs measure child outcomes using the learning to improve classroom practice. In particular, we are committed to supporting those early educators whose primary language is not English. Towards that end, we are committed to:

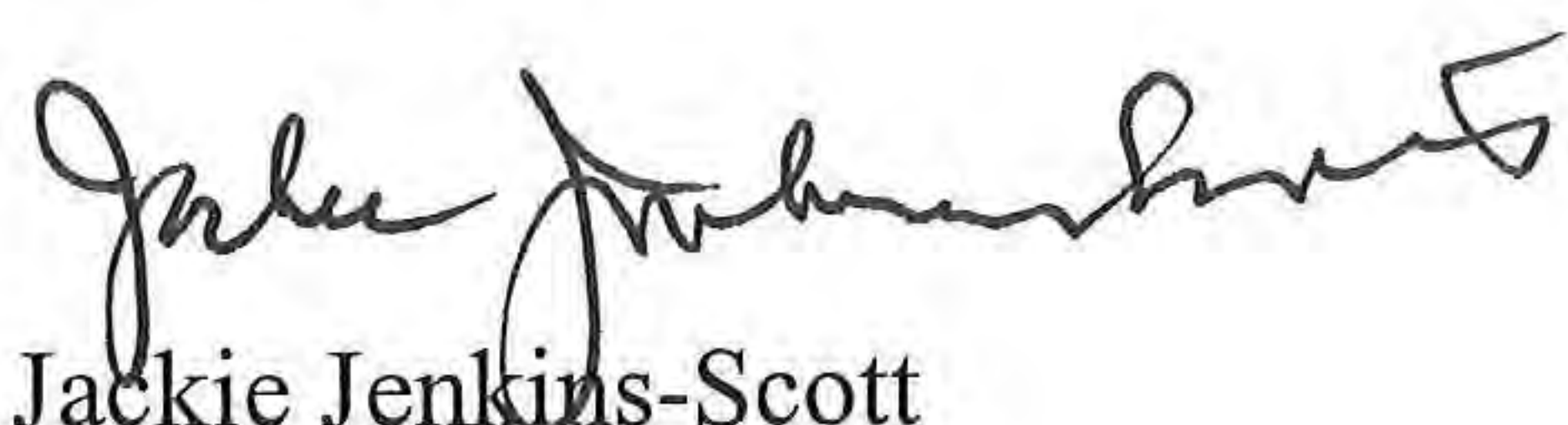
- Collaborating with EEC and other partners to implement viable strategies that enable early childhood educators who are English language learners to access higher education and attain degrees.
- Offering early childhood education content-based professional development in native languages with ESL supports so that working educators get the content knowledge they need while learning English.
- Making early childhood education content-based professional development, such as courses on early literacy or early learning guidelines for infants and toddlers, accessible across Massachusetts through existing networks like the Readiness Centers and/or by becoming part of a distribution system for these resources.

At Wheelock College, we are highly experienced in the preparation of early childhood professionals and have worked in partnership with government, corporations and professionals across the country and beyond for 123 years; we know first-hand how important partnering to meet today's challenges is in order to ensure success. Wheelock provides a strong education in the arts and sciences and in our professional fields – child and family studies, social work, and education. Our undergraduate and graduate programs are nationally and internationally recognized. In the past decade, we have increased our institution's outreach efforts in support of the growing number of racially and linguistically diverse populations. We provide professional development opportunities for pre-service as well as in-service early childhood educators who work with 0-5 year olds and for out of school time educators linking experience with formal classroom learning.

Through our academic programs and student experience, the College reflects the multicultural dimensions of the countries in which it operates and fosters diverse learning communities — all of which contribute to the success, leadership, and impact that its graduates enjoy in a wide variety of careers. We are excited by the opportunity to contribute our expertise to the Commonwealth's Race to the Top-Early Learning Challenge Grant Application.

We look forward to joining you in this important work and continuing our partnership to support the early education workforce and the children and families they serve.

Sincerely,



Jackie Jenkins-Scott
President



Worcester Public Schools

Worcester, Massachusetts



Office of the Superintendent
Melinda J. Boone, Ed.D.
Superintendent

Dr. John E. Durkin Administration Building
20 Irving Street
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boone@worc.k12.ma.us

October 17, 2011

Sherri Killins, Ed.D.
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Killins:

We are excited by the unprecedented opportunity the *Race to the Top–Early Learning Challenge* (RTTT-ELC) offers to strengthen and expand Massachusetts' early learning and development system, thereby promoting greater school readiness and improved learning outcomes for all children. The Worcester Public Schools believes that a statewide kindergarten entry assessment is a key component of this work. We strongly support its inclusion in Massachusetts' high-quality plan and are excited to explore, participating with a cohort, school districts committed to its successful implementation over the coming year. Toward this end, we are submitting this letter of support. The Worcester Public Schools currently conduct kindergarten assessments and we are interested in discovering potential alignment between our current practices and the state's work on an early learning system.

As stated in the RTT-ELC application, this "...is an opportunity to build a more unified approach to supporting young children and their families—an approach that increases access to high-quality early learning and development programs and services, and helps ensure that children enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful." The Massachusetts Kindergarten Entry Assessment (MKEA) will be a lynchpin for this work, facilitating student's transitions from families and child care settings to schools. The MKEA will help fortify existing state alignment between early childhood and elementary school services and provide critical information for closing school readiness gaps. The state's decision to use item analysis to develop a common metric of children's school preparedness from locally-determined formative assessment tools (e.g. the Work Sampling System, Teaching Strategies-GOLD, High Scope COR), establishes an appropriate balance between state support and oversight with local choice and flexibility. It is this approach to guiding children's learning that has made Massachusetts a national leader in education.

Specifically, the MKEA will provide the following benefits:

- Assess children's growth and learning across all developmental domains (e.g. cognitive, physical, social, emotional);
- Inform local practice and strengthen professional development, leading to more individualized teaching and learning;
- Provide schools with new sources of data to share with families through report cards and other forms of communication; and
- Provide a valid and reliable common measure of school preparedness that can be aggregated to the state level to

Sherri Killins

Page 2

October 17, 2011

gain crucial information on school readiness gaps.

We are committed to learning more about and potentially supporting the state in the specific steps outlined in its implementation plan, including: assessing the degree of alignment between state standards and approved formative assessment tools; validating its approach for measuring school readiness; conducting an item analysis of approved assessment tools to develop a common metric aligned with PARCC; aligning data collection with the P-20 database to support the Statewide Longitudinal Data System (SLDS), and carrying out the formative assessment of kindergarteners in the MKEA's first year.

We look forward to potentially joining the Department of Early Education and Care (EEC), in partnership with the Department of Elementary and Secondary Education (DESE), in this important work.

Sincerely,

A handwritten signature in cursive script that reads "Melinda J. Boone".

Melinda J. Boone, Ed.D.
Superintendent