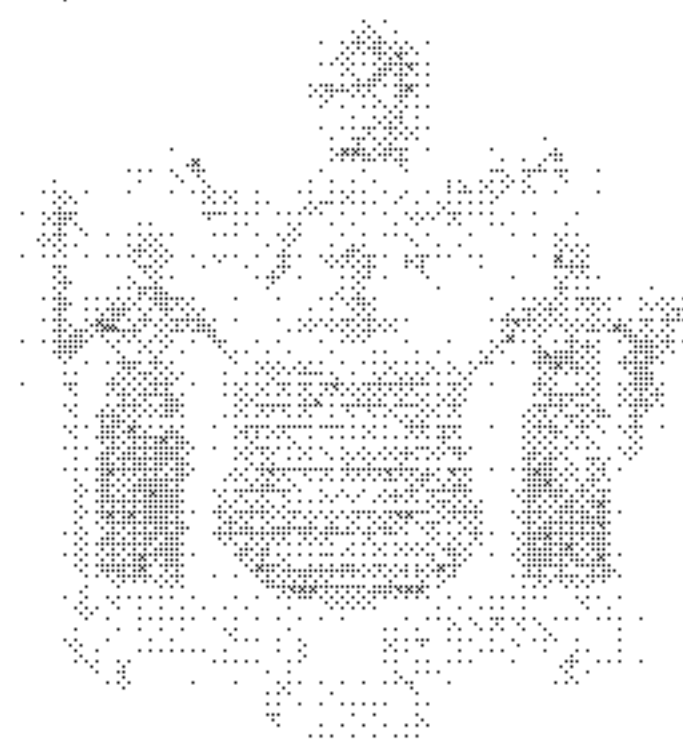


New Jersey's Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412



U.S. Department of Education
Washington, DC 20202
OMB Number: 1894-0013
Expiration Date: 02/29/2012
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0013. The time required to complete this information collection is estimated to average 640 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain benefit (§§14005 and 14006, Division A, of the American Recovery and Reinvestment Act of 2009, as amended by P.L. 112- 10). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0013. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top-Early Learning Challenge, Implementation Support Unit, U.S. Department of Education, 400 Maryland Ave., S.W., Room 7E208, Washington, DC 20202-3118



STATE OF NEW JERSEY
OFFICE OF THE GOVERNOR
P.O. BOX 001
TRENTON
08625
(609) 292-6000

CHRIS CHRISTIE
GOVERNOR

October 18, 2011

Honorable Arne Duncan
Secretary, Department of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Honorable Kathleen Sebelius
Secretary, Department of Health and Human Services
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

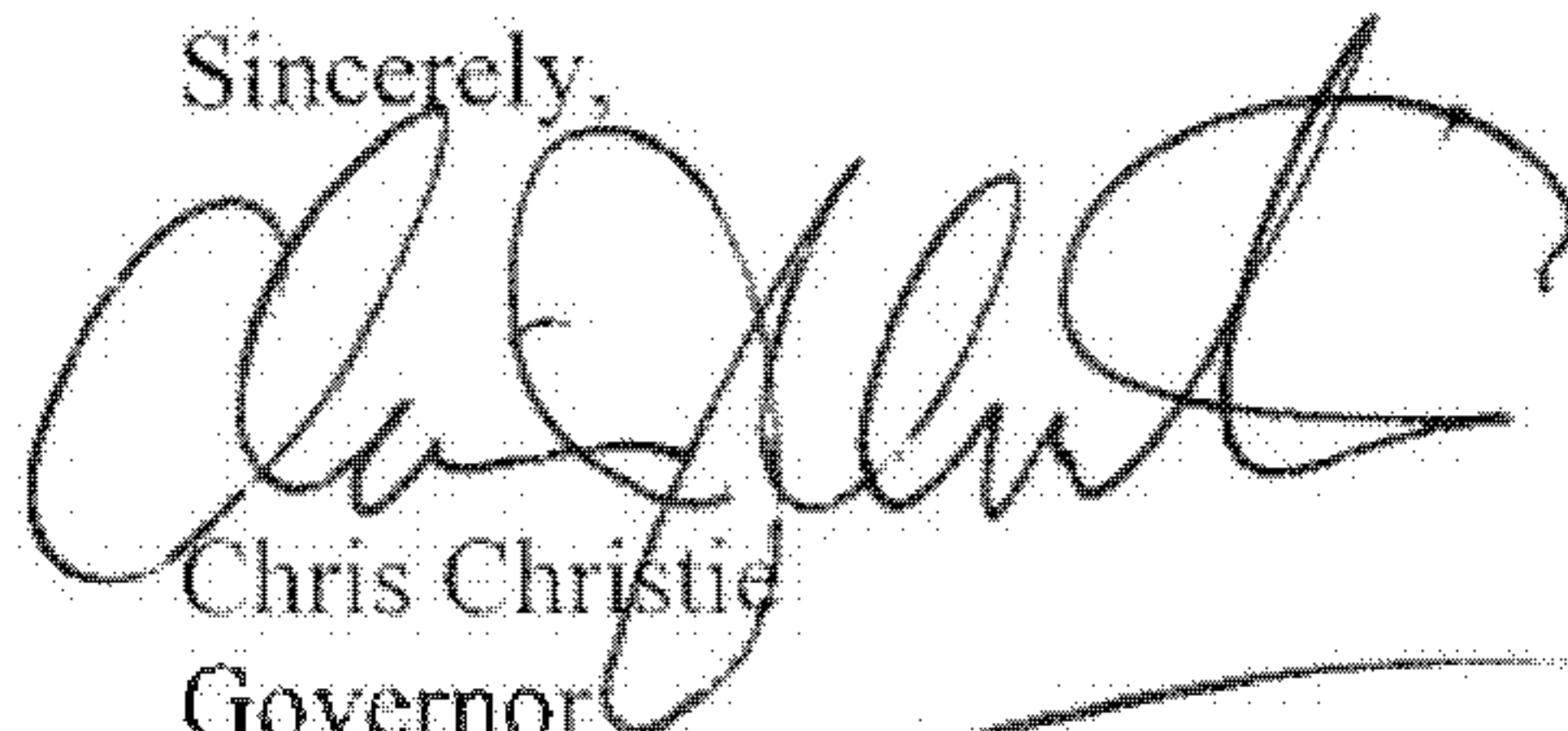
It is with great pleasure that I submit New Jersey's application for the Race to the Top – Early Learning Challenge Grant. Ensuring that all of our children receive a quality education is essential to our country's sustained global competitiveness, and the continued viability of our democracy. A quality public education, particularly for our most economically disadvantaged populations, begins with preschool programs that combine talented educators and strong curricula with social services designed to support families and children before and after the school day.

New Jersey's Race to the Top – Early Learning Challenge grant application recognizes the importance of high-quality preschool programs, and builds upon the State's long commitment to early childhood education. It represents an unprecedented collaboration between the Departments of Education, Children and Families, Health and Senior Services, and Human Services to expand New Jersey's Quality Rating Improvement System as well as the quality of preschool programs available to tens of thousands of children throughout the State. These Departments have worked tirelessly to establish partnerships that will maximize their available resources. For example, the application contemplates that the Departments of Education and Human Services will partner to utilize existing, county-level teams to provide curricular support to teachers, while the Department of Health and Senior Services will volunteer its existing

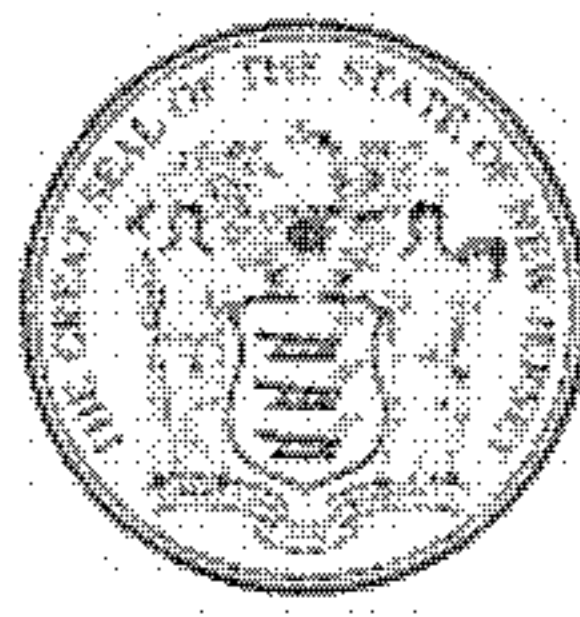
county resources to provide social services to young children enrolled in preschool programs. These and other creative uses of existing State resources outlined in the grant application will increase the number of high-quality preschool programs in the most cost effective manner possible. Indeed, the proposed budget accompanying the application does not require additional State funding, and is sustainable as of January 1, 2016.

The meaningful completion of this grant application has been a priority of this Administration, and I am fully committed to implementing the reforms anticipated therein. This application represents my Administration's commitment to implementing these innovative, cost-effective reforms. It is with pleasure that I submit it for your consideration.

Sincerely,



Chris Christie
Governor



State of New Jersey

OFFICE OF THE GOVERNOR

PO Box 001

TRENTON, NJ 08625-0001

CHRIS CHRISTIE
Governor

October 18, 2011

Honorable Arne Duncan
Secretary, Department of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Honorable Kathleen Sebelius
Secretary, Department of Health and Human Services
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

It is with great pride that we submit New Jersey's Race to the Top – Early Learning Challenge application for your review. The number one education priority in New Jersey is to make sure that every child, regardless of zip code, graduates from high school ready for college and career. However, before our children can be ready for college and career, they must first be ready for kindergarten. The application New Jersey submits today outlines the State's bold plan to guarantee that readiness, particularly for New Jersey's most disadvantaged children. But importantly, it is not the work of the Department of Education alone. Rather, it represents the commitment of the Departments of Children and Families, Health and Senior Services, and Human Services to work with the Department of Education to collectively improve the quality of nearly 3,000 early learning and development providers that educate over 75,000 of New Jersey's students.

In the world of K-12 education, New Jersey students perform quite well on a number of measures. For example, New Jersey ranks among the top 5 states in the country in both overall math and reading scores on the national NAEP exam. However, those achievement levels mask a substantial achievement gap between our low-income and high-income students. Those same NAEP results show that only three states have a higher achievement gap between high-income and low-income students than New Jersey does. Nearly 40,000 students in 3rd grade are not reading at grade level. Clearly, New Jersey still has a long way to go to ensure that the zip code

in which a student is born does not define his life outcome. In New Jersey, that work begins at birth.

New Jersey has been a national leader in developing State-led early childhood education programs for low-income students. For more than 10 years, we have provided nearly 45,000 low-income students a year with high-quality preschool programs. A 2009 study by the National Institute of Early Education Research found that the State's preschool program reduced the achievement gap by half for its preschool participants, with two years of preschool having more impact than one. Positive effects are sustained through second grade, including a 50 percent reduction in grade repetition.

Our plan today builds on that success, and expands our reach beyond the 45,000 low-income preschool age students to provide support for programs serving the more than 75,000 low-income students aged 0-5 across the State. So challenging a goal cannot be met by any one State agency alone, and the development of this application has encouraged much needed and long overdue collaboration between several State agencies. The Departments of Children and Families, Health and Senior Services, and Human Services are equally committed to working with the Department of Education to build upon our State's assets in order to provide all of New Jersey's at-risk children with high-quality early learning and development programs and services.

This support extends beyond these State agencies to Governor Chris Christie himself, who has been a national leader on education reform and who has focused relentlessly on closing the achievement gap in New Jersey. On October 18, 2011, Governor Christie signed Executive Order 77 to formalize the collaboration between our four Departments through the establishment of an Early Learning Commission. The Early Learning Commission is charged with, among other things, examining State programs and resources concerning early childhood education and development and ensuring that they are coordinated to best serve our neediest children.

The fundamental belief embodied in this plan is that by leveraging existing best practices, providing the right supports, holding existing programs accountable for results, and empowering parents to be advocates for their children's education, all students in New Jersey will succeed at high levels. New Jersey's plan puts existing resources to better use and improves the alignment and coordination of early childhood programs and services across the State.

The lynchpin of our plan is the expansion of Grow NJ, our tiered Quality Rating Improvement System. First piloted in 2007, we will expand Grow NJ to reach over 75,000 additional low-income students in New Jersey. The expansion of this pilot will not only help to offer data and support to existing programs to help them constantly improve, but will also serve as a "consumer report" for parents to assist them in making informed decisions for their children.

There is no silver bullet to improving early childhood programs and ensuring that all students enter kindergarten ready to learn. Instead, it will require political support, agreement on the right policy levers, existing high-quality programs on which to build, and the empowerment of parents and local community groups to ensure that this plan goes the last mile and affects children in all corners of the State. Nowhere are these factors more evident than in New Jersey. In addition to the reforms that New Jersey has already put into place in K-12 education, this plan will help to ensure that every student, regardless of zip code, graduates from high school ready for college and career.

This application represents a bold and aggressive vision for early childhood education in New Jersey and our collective commitment to implement it. We submit it to you with pleasure.

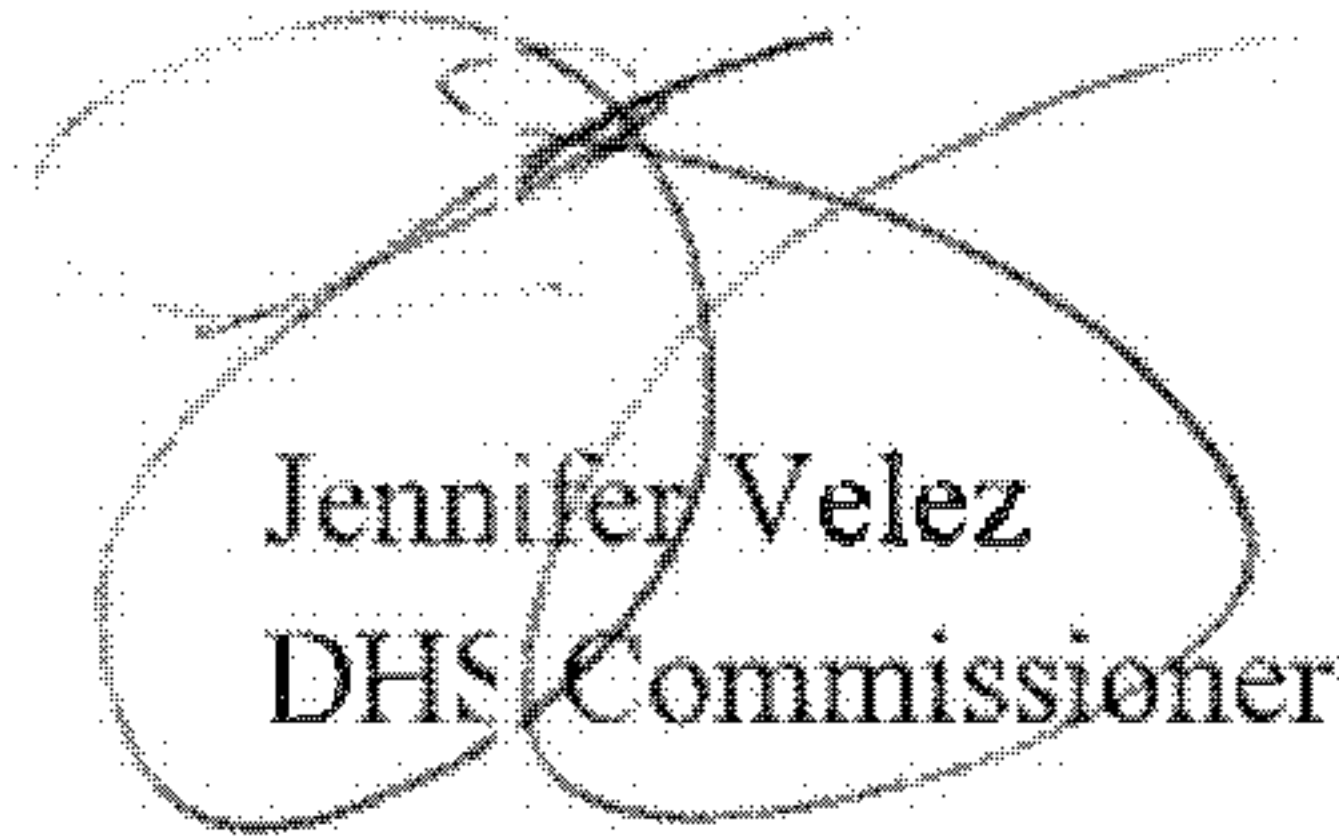
Sincerely,



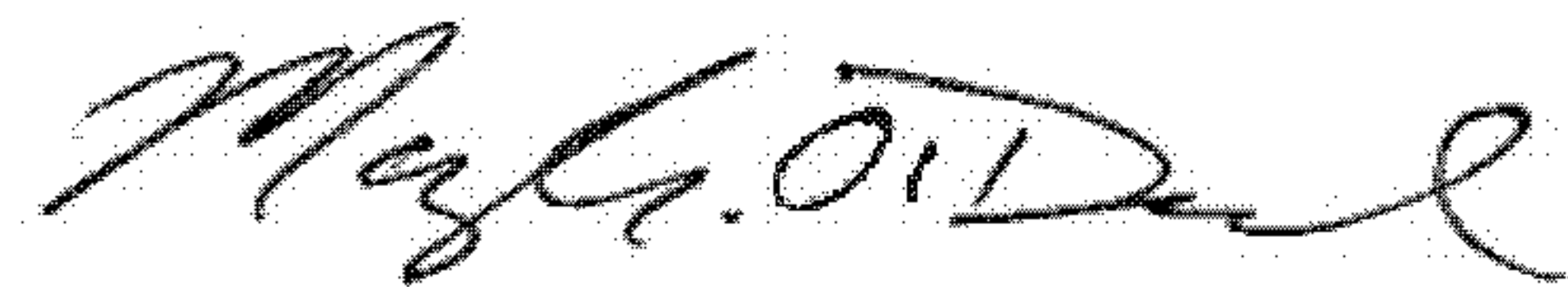
Christopher Cerf
DOE Commissioner



Allison Blake
DCF Commissioner



Jennifer Velez
DHS Commissioner



Mary O'Dowd
DHSS Commissioner



STEPHEN M. SWEENEY
SENATE PRESIDENT
P.O. Box 099
TRENTON, NEW JERSEY 08625-0099

NEW JERSEY LEGISLATURE

SHEILA Y. OLIVER
GENERAL ASSEMBLY SPEAKER
P.O. Box 098
TRENTON, NEW JERSEY 08625-0098

October 17, 2011

We are writing to express support for the submission of an application for the Race to the Top Early Learning Challenge grant. This grant would allow New Jersey to continue our demonstrated commitment to improving the quality of early learning in our State.

The State of New Jersey has been a leader among states in providing quality educational opportunities for children. Long before the national education reform movement, New Jersey began its own effort to improve academic outcomes for students in our public schools by making an investment in early childhood education. The Abbott preschool program was established in response to the fifth decision of the landmark *Abbott v. Burke* school funding case, in which the New Jersey Supreme Court required that all 3- and 4-year-old children in the highest-poverty school districts receive a high-quality preschool education. As a result of the decision, children in the state's poorest school districts were eligible to receive a full-day/full-year pre-k program that had quality standards, including an age-appropriate curriculum linked to the State's content standards, small class sizes and certified teachers.

More than a decade after its inception, our preschool program has succeeded in narrowing the achievement gap between disadvantaged children and their more affluent counterparts, becoming a model for effective preschool education for states nationwide. New Jersey's high quality preschool programs which serve 3- and 4- year olds in the state's poorest school districts continue to show long-lasting gains in language, literacy and math for children who attend. The program has improved elementary school test scores and is proven to reduce the likelihood that a child will repeat a grade or drop out. Over the long-term, better educational outcomes mean a more productive workforce, longer life expectancy, higher lifetime earning potential, less crime and fewer people incarcerated.

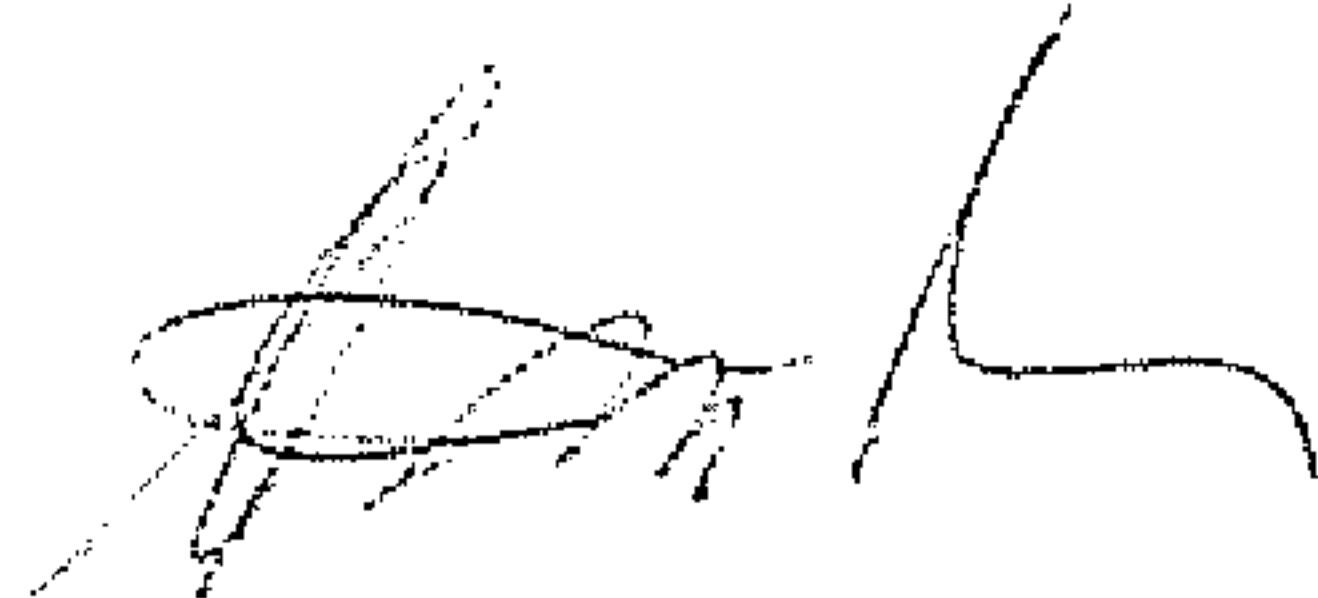
The New Jersey Legislature continues to be committed to early learning, as evidenced by the incorporation of the Abbott preschool program into our most recent school funding formula. Under the formula, critical funding is provided to school districts to implement the preschool programs. Moreover, we required an expansion of the preschool program to all low-income, at-risk children. Unfortunately, the State's severe budget crisis has hindered our ability to adequately fulfill this commitment.

Despite our fiscal shortcomings, improving the quality of education in New Jersey remains a major priority for the State. New Jersey's investment to early learning will grow exponentially with the resources this grant will provide. At the same time, we will be able to dramatically improve the State's overall approach to all of our programs that help our most vulnerable young children, including better aligning preschool education with K-12 education.

We hope you give the strongest consideration to awarding an Early Learning Challenge grant to New Jersey. It would be extremely beneficial for the State to have additional resources to provide quality improvement, workforce development and systems-building work that will ensure that the number of children receiving a high quality preschool education to build a foundation for later school success will increase significantly. The fact is children who grow up in poverty face extraordinary challenges. Quality early learning programs increase the likelihood of academic success, despite the obstacles these children must overcome. By placing disadvantaged students in quality early learning programs and providing them with the support necessary to create a strong educational foundation, children in the most challenged home settings are able to begin their education with a real opportunity for success. The Early Learning Challenge grant will aid in this effort.

Thank you for your consideration of New Jersey's application for the Race to the Top Early Learning Challenge grant.

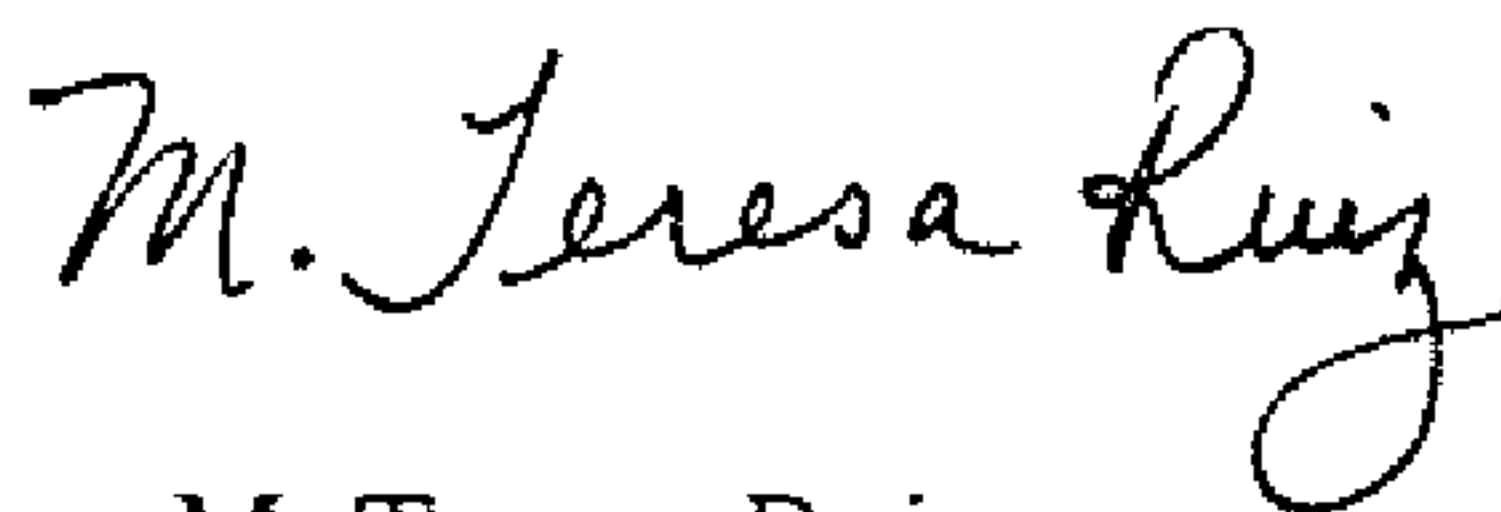
Sincerely,



Stephen M. Sweeney
Senate President



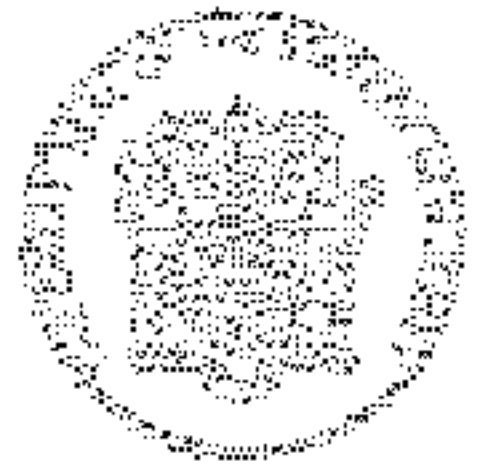
Sheila Y. Oliver
Assembly Speaker



M. Teresa Ruiz
Senator, District 29
Chair, Senate Education Committee



Patrick J. Diegnan, Jr.
Assemblyman, District 18
Chair, Assembly Education Committee



NEW JERSEY SENATE

SENATE CHAMBERS
P.O. Box 099
TRENTON, NEW JERSEY 08625-0099

October 17, 2011

Honorable Arne Duncan
U.S. Secretary of Education
Lyndon Baines Johnson (LBJ)
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

We are writing to support the New Jersey Department of Education's application for federal funding under the Race to the Top Early Learning Challenge Grant program. New Jersey always has been committed to providing quality early learning opportunities for the children of the state to prepare them for future success when they enter kindergarten. Receipt of funding under the Early Learning Challenge Grant program would further the state's ongoing commitment to early learning initiatives.

According to a recent report issued by the New Jersey Council for Young Children, New Jersey is home to nearly 650,000 children under the age of six. That age group constitutes 33% of the 2.1 million New Jersey children under age 18. Among children under the age of six, 32% live in low income families (data supplied by the National Center for Children in Poverty). To address the needs of those children, particularly those in low-income areas, New Jersey has been a national leader in the development of high quality, effective preschool programs. It is time for New Jersey to build upon that success.

Through this grant initiative, New Jersey now seeks to become a leader in providing a collaborative and comprehensive high quality system of early childhood learning to ensure the coordination of early care and education services for high needs children from birth through age 5. New Jersey has many stakeholders invested in optimizing services for infants, young children and their families, particularly those that are most vulnerable. We would like to join with those stakeholders in supporting the New Jersey Department of Education's grant application for the Race to the Top Early Learning Challenge Grant Program. We ask for your support of our efforts.

Very truly yours,

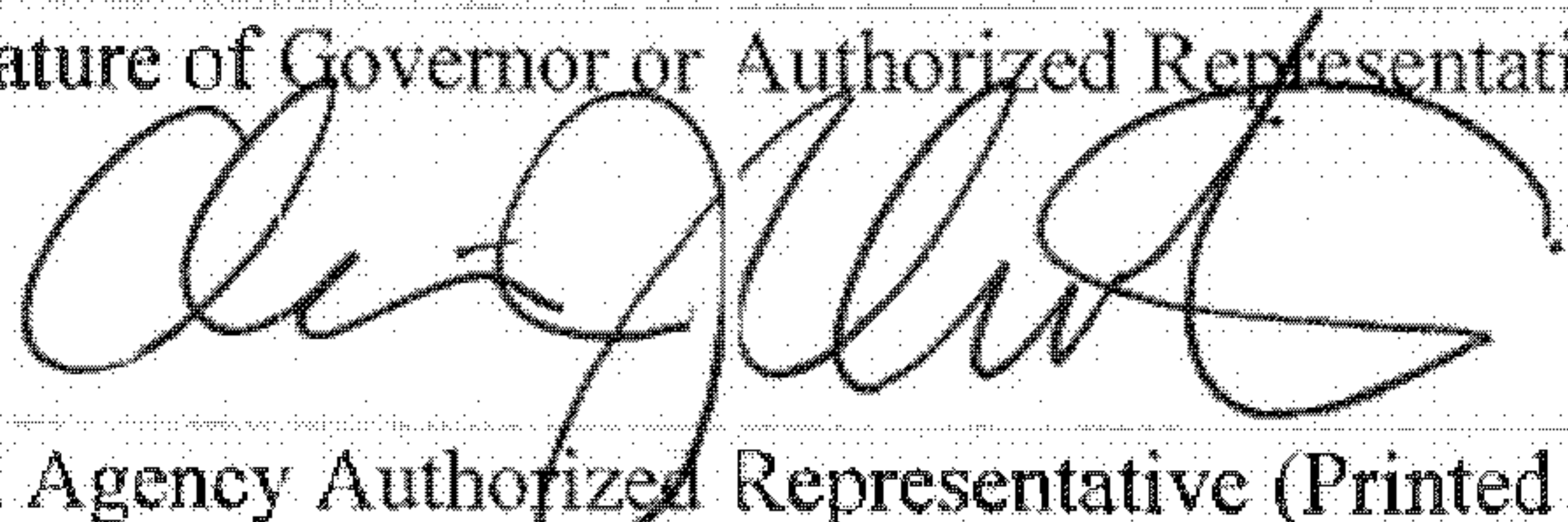
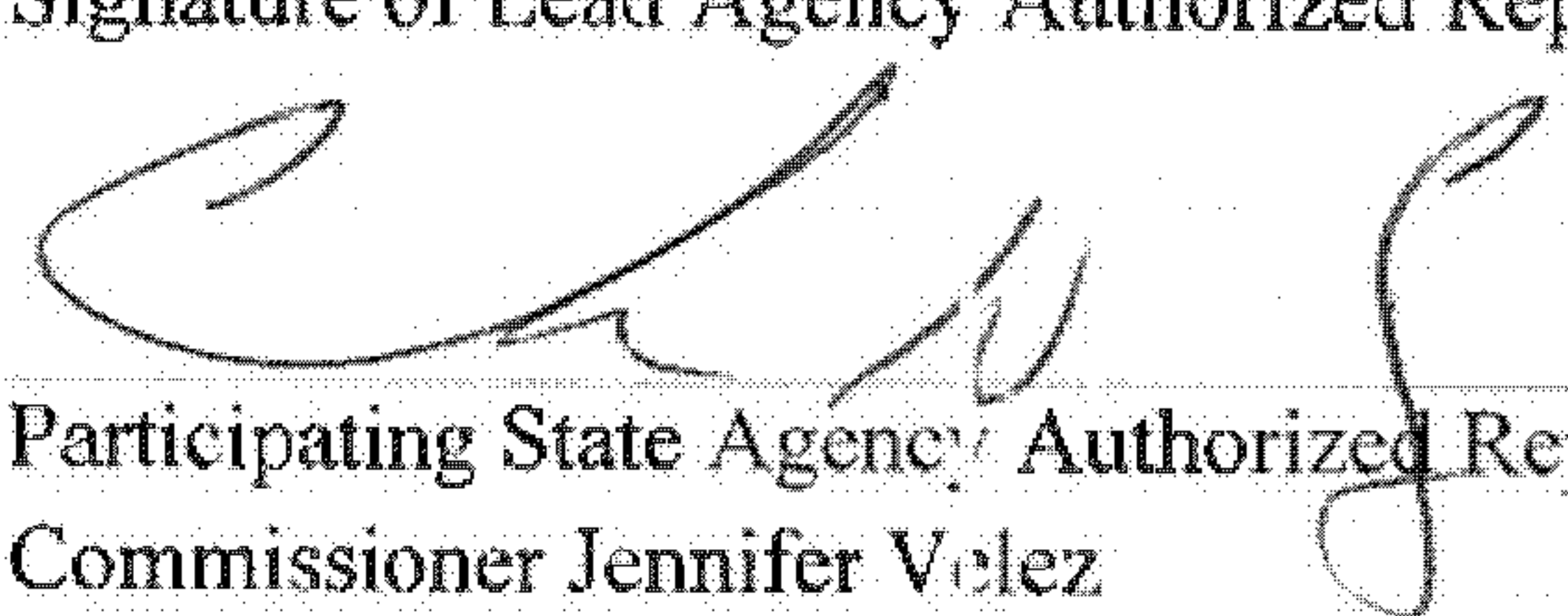
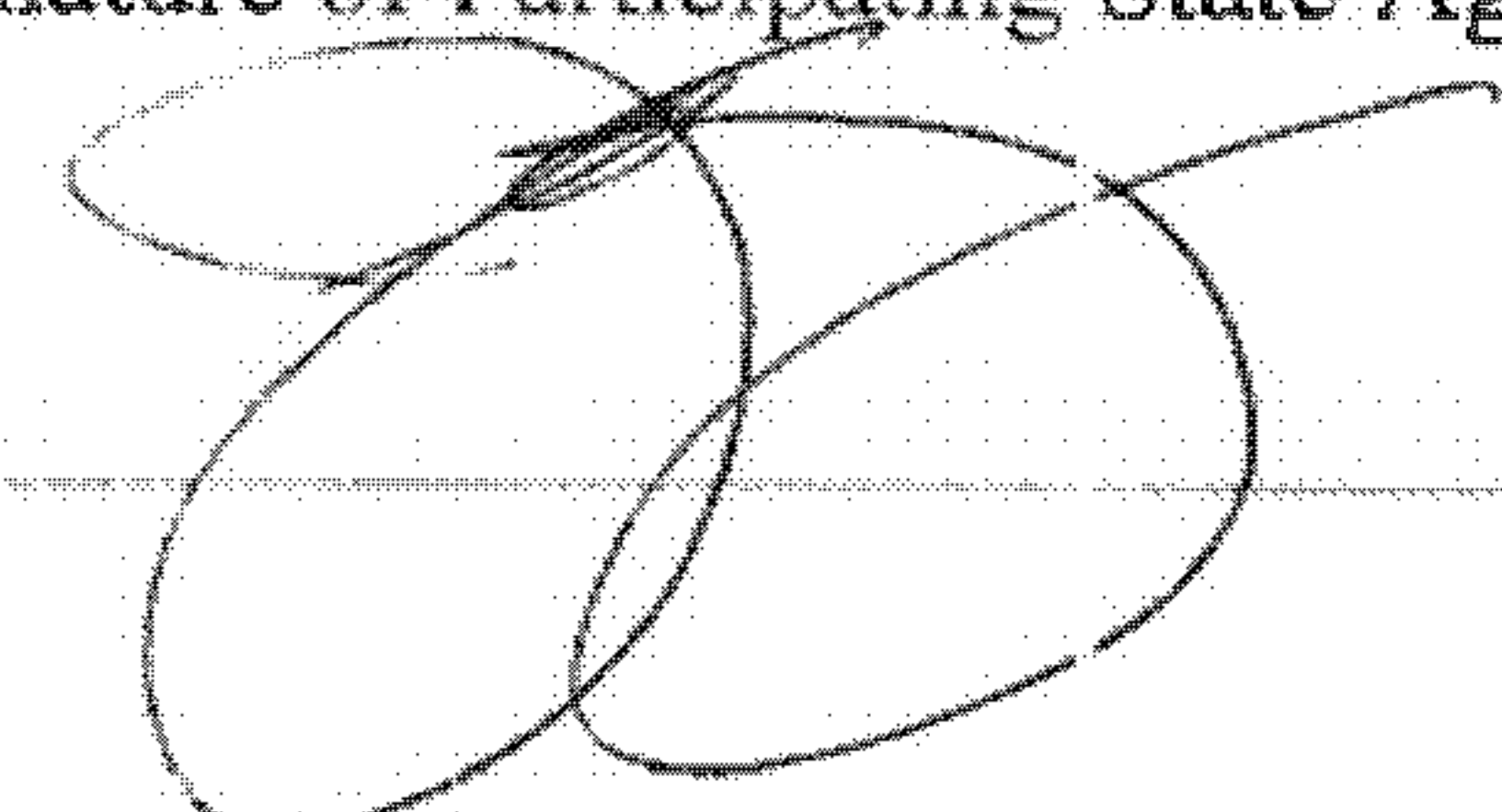
Senator Thomas H. Kean, Jr.
Education Committee Member


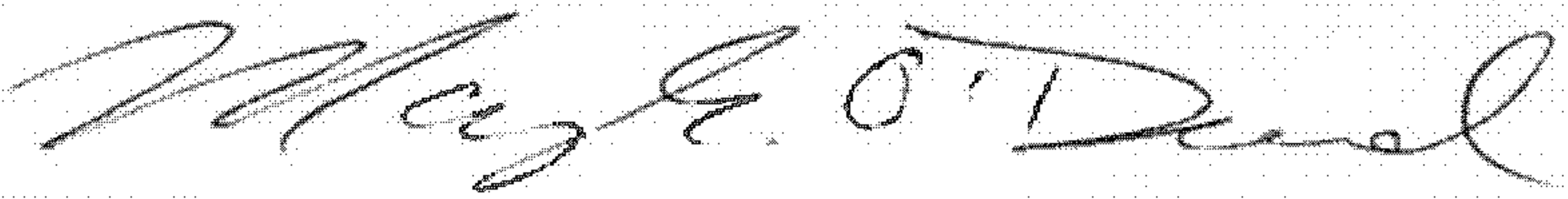

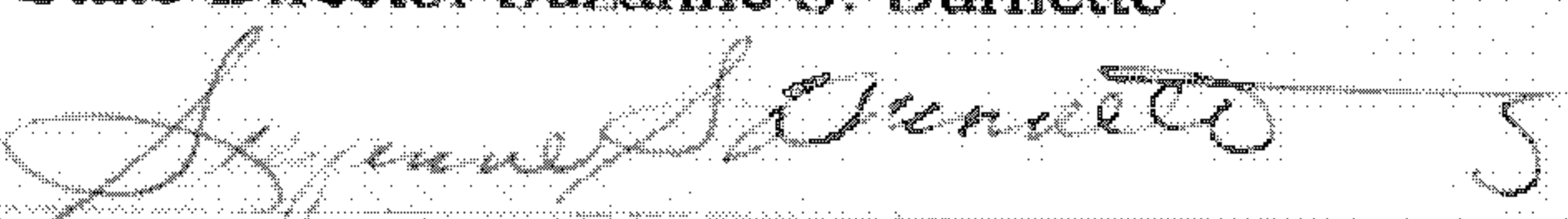
Senator Diane Allen
Education Committee Member

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See Appendices in Separate File	

IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Governor Chris Christie State of New Jersey	Applicant's Mailing Address: P.O. Box 001 Trenton, NJ 08625-0001
Employer Identification Number: 216000928	Organizational DUNS: 067373258
Lead Agency: Department of Education Contact Name: Christopher D. Cerf, Acting Commissioner	Lead Agency Contact Phone: (609) 777-2074 Lead Agency Contact Email Address: chris.cerf@doe.state.nj.us
<p>Required Applicant Signatures</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Chris Christie	Telephone: (609) 777-2588
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/18/11
Lead Agency Authorized Representative (Printed Name): Acting Commissioner Christopher D. Cerf	Agency Name: Department of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/17/11
Participating State Agency Authorized Representative (Printed Name): Commissioner Jennifer Velez	Agency Name: Department of Human Services
Signature of Participating State Agency Authorized Representative: 	Date: 10.13.11

Participating State Agency Authorized Representative (Printed Name): Commissioner Allison Blake	Agency Name: Department of Children and Families
Signature of Participating State Agency Authorized Representative: 	Date: 10/12/11
Participating State Agency Authorized Representative (Printed Name): Commissioner Mary E. O'Dowd	Agency Name: Department of Health and Senior Services
Signature of Participating State Agency Authorized Representative: 	Date: 10/13/11
Participating State Agency Authorized Representative (Printed Name): Chair Ellen Wolock	Agency Name: NJ Council for Young Children
Signature of Participating State Agency Authorized Representative: 	Date: 10/17/11
Participating State Agency Authorized Representative (Printed Name): State Director Suzanne S. Burnette	Agency Name: NJ Head Start Collaboration Office
Signature of Participating State Agency Authorized Representative: 	Date: 10/14/11

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

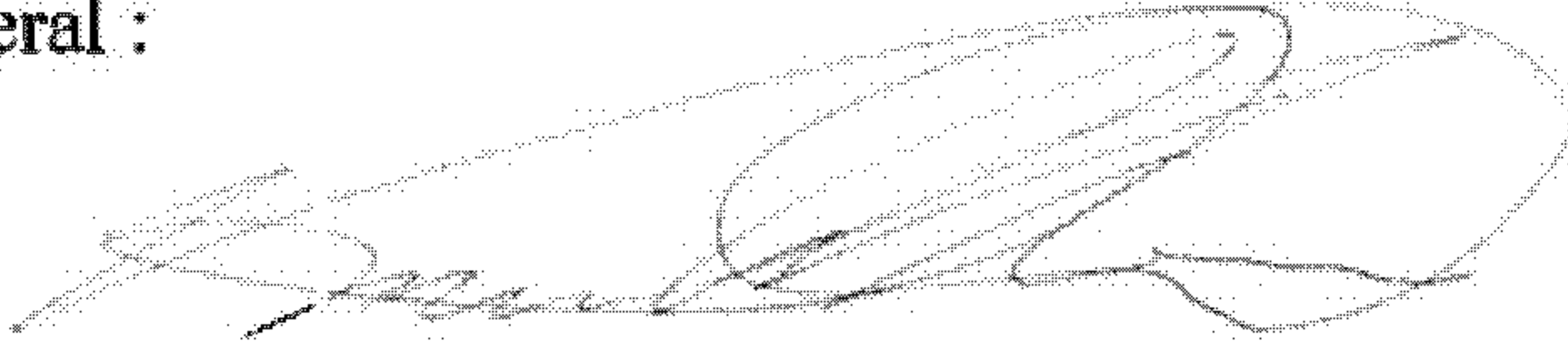
State Attorney General or Authorized Representative of the Attorney
General (Printed Name):

Paula T. Dow

Telephone:

609-292-4925

Signature of the State Attorney General or Authorized Representative of the
Attorney General :



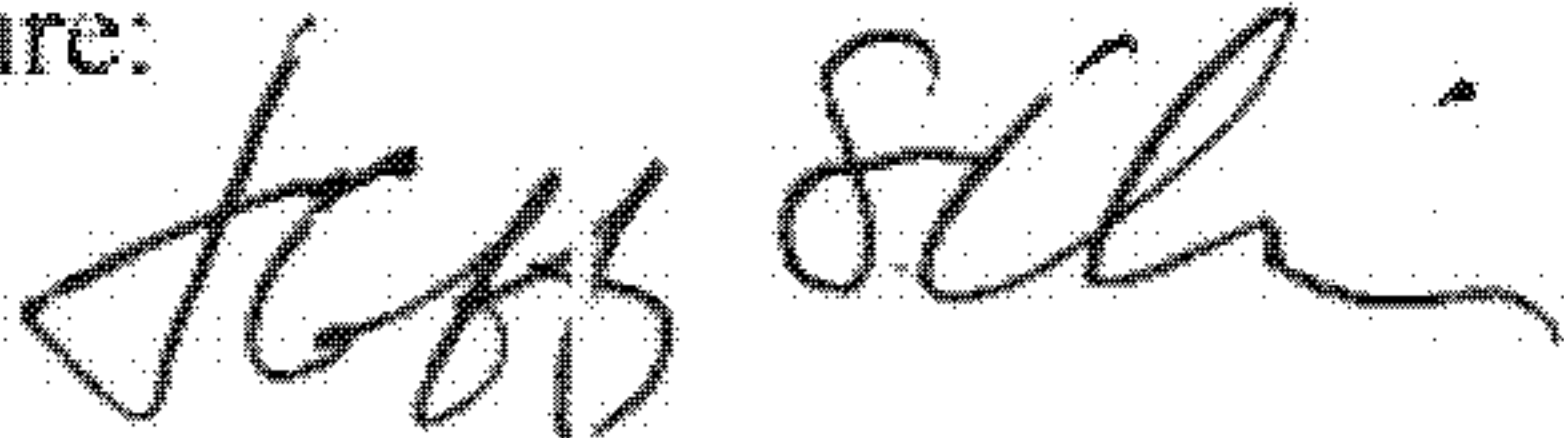
Date:

10/18/11

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): Jeffrey S. Chiesa, Chief Counsel to the Governor	
Signature: 	Date: 10/18/11

V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Department of Education*	Attachment 1	IDEA (section 619), Title I, State Preschool Program
Department of Children and Families	Attachment 2	State Licensing, Community Based Child Abuse Prevention, Home Visiting
Department of Human Services	Attachment 3	Child Care Development Fund
Department of Health and Senior Services	Attachment 4	Maternal and Child Care Block Grant, IDEA (Part C)
New Jersey Council for Young Children	Attachment 5	State Advisory Council (in DOE)

Head Start Collaboration	Attachment 6	Head Start State Collaboration Grant (in DOE)
--------------------------	--------------	---

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

.....

(A) Successful State Systems

.....

- Over the last decade, New Jersey has strengthened and expanded the State Preschool Program, which now boasts consistently high-quality classrooms and programs that in one study were shown to reduce the achievement gap by half for participating preschoolers.
- While the State Preschool Program reaches many children with high needs, too many of the state's most vulnerable children do not yet have access to high-quality early learning and development programs, a challenge that this grant will help New Jersey address.
- New Jersey's mission is to prepare all of its children for success in college and career, and that starts with ensuring children have access to high-quality early learning and development that will prepare them for kindergarten.
- In order to achieve the state's mission, collaborating state departments will work together to provide a comprehensive and integrated system that builds upon New Jersey's assets and aligns the state's evidence-based early childhood programs and services.
- New Jersey's plan centers on Grow NJ, the state's tiered Quality Rating Improvement System, which will leverage existing state resources to provide consistent standards and supports to all programs serving children with high needs.
- The Governor and collaborating agencies have designed a strong governance and organizational structure to ensure high-quality implementation of the State Plan.
- The agencies have worked together to identify areas where existing resources can be redirected to support the goals in the State's Plan, so that existing state and federal funding will be used more efficiently, enabling the state to use RTT-ELC grant funds more effectively.

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

A. Successful State Systems

Narrative (A)(1) New Jersey's Past Commitment to Early Learning and Development

Introduction

New Jersey is serious about the education of its children and has long been a national leader in creating programs to ensure that all children – particularly the state's most vulnerable – enter school ready to learn. But for all of the success New Jersey has achieved and the accolades won, there is more to be done – a lot more. This grant application represents New Jersey's "a lot more." It is the result of sustained collaboration between the Departments of Education, Children and Families, Health and Senior Services, and Human Services and their collective commitment to dramatically improve the quality of early learning and development programs used by tens of thousands of economically disadvantaged children throughout the state. But it is not New Jersey's high-quality plan alone that distinguishes New Jersey from other state applicants. Rather, what sets New Jersey apart is its high-quality plan coupled with the state's demonstrated history of delivering results in early childhood education. Simply, New Jersey knows how to do more than write about early childhood education; New Jersey knows how to implement, execute, and achieve.

New Jersey believes in equal opportunity for all of its children, and that opportunity begins with a high-quality education. For all children to enter kindergarten with the skills, knowledge, and dispositions they need to be successful, their earliest learning and development experiences must be maximized. This is especially critical for the state's most vulnerable children, who often fall behind their peers before even entering kindergarten. New Jersey has already made great strides toward reaching many of the state's children with high needs, but too many young children continue to lack access to high quality early learning and development experiences. The Race to the Top Early Learning Challenge presents an extraordinary opportunity for the New Jersey Department of Education (DOE) and its partners – the Department of Children and Families (DCF), the Department of Human Services (DHS), and the Department of Health and Senior Services (DHSS) – to refocus their efforts and work together to provide all children ages birth to five with high quality early learning and development and to fulfill the promise of equal opportunity for all.

Before discussing the specifics of the state's grant application, it is important to be reminded of the state's long and proud history in the area of early childhood education. That history reaches back for more than a decade.

Perhaps more than any other state, New Jersey knows how to build, maintain, and grow high-quality early childhood programs. New Jersey was one of the first states in the nation to successfully implement a high-quality preschool program in a mixed delivery system of Head Start, public school, and community-based preschool providers that share common learning and program standards and a continuous evaluation and improvement cycle based on child, classroom, program and statewide assessment data. That program, referred to throughout as the State Preschool Program (formerly referred to as the Abbott Preschool Program), was launched in 2000.

Currently serving 44,348 general education preschoolers and 1,425 inclusion students in 35 communities with high concentrations of children with high needs, the State Preschool Program now boasts consistently high-quality classrooms (see Attachment 7, *New Jersey Preschool Quality Evaluation Study, Spring 2011*) with proven benefits for children's learning and development at kindergarten entry and beyond. The State Preschool Program has been found to reduce the achievement gap by half for its preschool participants, with two years of preschool having greater impact than one. Positive effects were sustained through second grade, including a 50 percent reduction in grade repetition (see Attachment 8, *Abbott Preschool Program Longitudinal Evaluation Study, Executive Summary, July 2009*). Gains such as these have been found to extend far beyond the early years, producing a host of life-long benefits, including both social and economic success as adults (Schweinhart et al. 1993; Ramey & Campbell 1984; Reynolds 2000).

The combination of a well-prepared early childhood workforce, systematic program improvement, and research-based practices with a focus on the particularized needs of diverse populations of young children resulted in the State Preschool Program's tremendous success. The Program serves as the model for the approach that New Jersey will take in this grant application to raise the quality of early learning and development programs and close the achievement gap between children with high needs and their advantaged peers.

In addition to New Jersey's experience building the high-quality State Preschool Program, the state has the following assets upon which to build:

- Program and learning standards that are evidence-based and high quality, reflect all of the essential learning and development domains, and are designed for use with English learners and children with disabilities.
- Strong evidence-based home visiting programs, community-based family empowerment initiatives including Family Success Centers and the Statewide Parent Advocacy Network (SPAN), and use of evidence-based prevention programs like Strengthening Families through Early Care and Education.
- A robust online workforce registry that aligns with the New Jersey Core Knowledge and Competency Framework.
- A system of certification and credentials specific to birth to five, with opportunities to attain credentials including the Infant Toddler credential, the Child Development Associate degree, and a specific Preschool to Third Grade certification.
- A track record in program improvement efforts with learning and development benefits for children, including improved performance at kindergarten and beyond, and reduction in grade retention rates (Attachment 8).
- Rigorous state licensing standards that create a strong foundation on which to build optimal programs (National Association of Child Care Resource and Referral Agencies 2011).

(A)(1)(a) Financial Commitment to Supporting Children with High Needs

New Jersey has never wavered in its commitment to its youngest and most vulnerable residents, even during the peak of the state's economic challenges. As can be seen in Table (A)(1)-4, combined funding for the State Preschool Program and other DOE-funded preschool programs increased steadily from \$521.7 million in FY 2007 to \$613.3 million in FY 2011 (18 percent) to accommodate growing enrollment.¹ New Jersey also increased its contribution to Head Start

1. This number includes all programs receiving state funds for preschool, including the 35 school districts in the full-day, high quality State Preschool Program, and 111 other school districts receiving funds largely for half-day preschool.

programs each year from FY 2007 to FY 2011 to support the implementation of standards for teacher certification and class size, and to serve additional children. Accordingly, state funding for Head Start programs rose from \$25.9 million in FY 2007 to \$35.7 million in FY 2011, an overall increase of 38 percent.

Since 2007, New Jersey increased its contribution to IDEA Part C from \$106 million to \$112.4 million and to funds for young children with disabilities from \$32.7 million to \$45.7 million. These substantial financial contributions were integral to efforts to raise New Jersey's inclusion rate for preschoolers with disabilities from 48 to 60 percent.

To reduce waiting lists of low-income families eligible for subsidized child care, some of the state's contribution to Child Care Development Funds (CCDF) was shifted to Temporary Assistance for Needy Families (TANF) for which funding was increased by 18 percent (\$69.6 million to \$82.1 million) from FY 2007 to FY 2011.

A look at spending relative to the overall population of children with high needs shows that New Jersey's financial commitment has kept pace as the number of children with high needs has risen. Since 2007, funding to early learning and development programs has increased by 14 percent, while the number of children with high needs in the state has increased by 12.5 percent (Kids Count Data Center). New Jersey is one of the few states to increase its funding during the recession (NIEER 2010), and its commitment to serving young children is also reflected in increased funding levels for 2012 (\$621 million, SFY 2012 Appropriations Act).

(A)(1)(b) Enrollment in Programs Serving High Needs Children

New Jersey's recruitment strategies have been highly effective, as evident in the enrollment increases consistently found across programs since FY 2007 (Table (A)(1)(5)), with a 13 percent increase of children in all state-funded preschool programs (from 45,506 to 51,333), a six percent increase in the number of children in Head Start and Early Head Start (13,962 to 14,789), and a 14 percent increase in the number of children receiving subsidies (18,381 to 21,022). Title I participation expanded to 11,349 children in 2010, a dramatic 450 percent increase from FY 2007 enrollment.

Of the 68,637 preschool children in families with incomes below 200 percent of poverty, an estimated 50 percent of these children are participating in the State Preschool Program. Overall, four percent of New Jersey's young children birth to five have Individualized Education Plans or Individualized Family Service Plans. Within the State Preschool Program, tremendous progress has been made in increasing the percentage of these children included in general education classrooms (60 percent).

Four thousand families of infants and toddlers are reached through evidence-based home visiting programs, and as many as 45,000 families are involved in Family Success Centers and other family programs. Infants and toddlers are also being served in programs receiving Child Care Development Funds (5,079 children), IDEA Part C (10,580) and Early Head Start (1,686 infants and toddlers). See Tables (A)(1)-3 and (A)(1)-5 for details. Each of these programs will incorporate the common standards delivered through Grow NJ, New Jersey's tiered Quality Rating Improvement System, and will have specific information to maximize recruitment and outreach and to connect families to services. Ultimately, over 121,000 high needs children from birth to five will benefit from the improved early experiences enhanced by this grant.

New Jersey's Children with High Needs:

- (1) Children receiving services in communities with high concentrations of low income families, including those in the State Preschool Program
- (2) Children participating in Head Start and Early Head Start programs,
- (3) Children with an Individual Family Service Plan (IFSP) participating in Early Intervention Services (funded under Part C of IDEA),
- (4) Children classified as Preschool Disabled (funded under 619 Part B of IDEA) and receiving services through self-contained classrooms or community based programs,
- (5) Children participating in programs funded by Title I,
- (6) Children receiving subsidized tuition support in child care (funded in part through the Child Care and Development Fund),
- (7) Children involved in child protective services participating in child care settings,
- (8) Children with medical issues; and,
- (9) Children in military families.

(A)(1)(c) Statutes, Legislation, Policies and Practices

New Jersey's commitment to the early learning and development of children from birth to five is demonstrated in existing statutes, legislation, policies and practices centered on creating high-quality programs. As discussed more fully throughout this application, these existing policies and practices will be folded into the State Plan proposed in this application and their proven efficacy will help to ensure success.

Access to High Quality Early Learning Programs

Including three-year-old children

New Jersey is one of the only states to include three-year-old children as well as four-year-old children in its preschool program, earning its second place rating, out of 40 states, from the National Institute of Early Education Research in providing preschool access to three-year-olds (NIEER 2010).

Policies to support specific high needs populations

Children who are in foster care, are in a migrant family, or are homeless are particularly vulnerable due to frequent transitions and lack of stability. New Jersey statute and administrative code ensure that children in these high stress situations can continue attending their preschool program with transportation provided to help minimize disruption to their education (*N.J.A.C. 6A:17-2.3; N.J.A.C. 6A:17-2.4; N.J.S.A 30:4C-26b and N.J.A.C. 10:122C-6.3*).

Regulations that Support the Implementation of High Quality Early Learning Programs

The New Jersey Departments of Children and Families, Education and Health and Senior Services have each promulgated regulations designed to optimize program quality. Collectively, these regulations help to ensure that paramount importance is placed on children’s best interests. See Table (A)(1)(c) below for a snapshot of the state’s laws and regulations that govern each type of program.

Table (A)(1)(c) Snapshot of Laws and Regulations that Provide Oversight of Quality

Program	Population	Oversight	Statutes	Regulations
Preschool	Three- and four-year-old children in the State Preschool Program	Department of Education Department of Children and Families	<i>N.J.S.A. 18A:7F-43 et seq.</i> <i>N.J.S.A. 30:5B-1 to 15</i> Child Care Center Licensing Law	<i>N.J.A.C. 6A:13A</i> Elements of High Quality Preschool Programs <i>N.J.A.C. 10:122</i> Manual of Requirements for Child Care Centers
Early Intervention	Children from birth to three years with a diagnosis of high-risk	Department of Health and Senior	<i>N.J.S.A. 26:1A-36.6;</i> <i>N.J.S.A. 30:1AA 1,2;</i> <i>N.J.S.A. 30:60-33 et seq.</i>	<i>N.J.A.C. 8:17</i>

	disability or determined eligible by degree of developmental delays	Services		
Child Care Centers	Children under the age of 13 in the Department of Children and Families licensed programs	Department of Children and Families	<i>N.J.S.A.</i> 30:5B-1 to 15 Child Care Center Licensing Law	<i>N.J.A.C.</i> 10:122 Manual of Requirements for Child Care Centers
Family Child Care Homes	Children under the ages of 13 in the Department of Children and Families registered homes	Department of Children and Families	<i>N.J.S.A.</i> 30:5B-16 et seq. Family Day Care Provider Registration Act	<i>N.J.A.C.</i> 10:126 Manual of Requirements for Family Child Care Registration
Mandatory Newborn Screening Programs	At birth	Department of Health and Senior Services	<i>N.J.S.A.</i> 26:2-110 and <i>N.J.S.A.</i> 26:2-111	<i>N.J.A.C.</i> 8:18
Lead Screens	Children under age 6	Department of Health and Senior Services	<i>N.J.S.A.</i> 36:2-137.4	<i>N.J.A.C.</i> 8:51A
Immunizations	All children attending any public or private school, child care center, nursery school, preschool or kindergarten	Department of Health and Senior Services	<i>N.J.S.A.</i> 26:1A-7 and 26:2-137.1b	<i>N.J.A.C.</i> 8:57-4

Department of Education Administrative Code Preschool

New Jersey Administrative Code, 6A:13A, Elements of High Quality Preschool Programs, ensures rigorous program standards for preschool programs across settings in the 35 communities in the State Preschool Program, by setting out regulations that require the use of evidence-based curricula and assessments, learning standards, supports for English learners, inclusion of children with disabilities, family engagement strategies, health supports, staffing to address potential challenging behavior, small group size, preschool teacher certification, appropriate compensation, and a program evaluation and improvement system.

Central to the State Preschool Program's success is not just the carefully constructed Administrative Code, but also the accompanying system of components, guidance, and professional development for program implementation. A Training of Trainers model brings best practices to key school district staff. A self-assessment process evaluates the extent to which each element of high quality is in place. Careful attention is paid to curriculum fidelity and assessment implementation, and site level, school district and state-level third party evaluations are regularly conducted to measure implementation (Attachment 7). Each of these program improvement features is integrated into the implementation of Grow NJ.

Department of Education Administrative Code – Special Education

Whereas many other states rely on the Individuals with Disabilities Education Act (IDEA), New Jersey regulations go further. *New Jersey Administrative Code*, 6A:14, Special Education Code, adds rigorous requirements for identification, evaluation, and provision of services in the least restrictive environment to preschoolers with disabilities, in addition to rules for class size, student-teacher ratio, handling transitions between programs, teacher certification, ongoing professional development, measuring preschool outcomes, and parent engagement.

Department of Health and Senior Services – Early Intervention

State rules for Early Intervention Systems (*N.J.A.C. 8:17*) also go beyond federal requirements to better serve infants and toddlers with disabilities and developmental delays, to ensure services in neighborhood settings, to enhance service provider coordination and quality, and to provide financial support for families up to 300 percent of the Federal Poverty Level.

Department of Children and Families Licensing Standards

New Jersey's Department of Children and Families licensing standards are ranked first in the nation by the National Association of Child Care Resource and Referral Agencies, providing a solid level of quality on which to build. These regulations apply to the 4,200 child care centers in New Jersey serving six or more children. Under separate rules, the Department of Children and Families also monitors 2,600 registered Family Child Care Providers who serve up to eight children, with no more than five children in care for a fee and sites with three to five children

that serve subsidized children by enrolling with their contracted county-level Child Care Resource and Referral Agency.

Programs supporting family participation

There are four programs in New Jersey administered by the Department of Human Services - Division of Family Development, each providing assistance to families to encourage participation in the state's early learning and development programs. These assistance programs, which serve over 43,511 families and more than 67,640 young children, are summarized below:

Program	Description
New Jersey Cares for Kids - NJCK	Low- and moderate-income working parents can receive state subsidies for child care and after-school programs.
Voucher certificates	Subsidized child care is provided through voucher certificates, which allow parents to choose a child care program.
WorkFirst NJ	Children whose families receive cash assistance under the state welfare program, WorkFirst NJ, are entitled to free child care. WorkFirst NJ participants receive subsidized child care for up to two years after moving from welfare to work.
Child Care Assistance program	Under the Child Care Assistance program, non-welfare families earning up to 200 percent of the federal poverty level qualify for subsidies. After one year, a family remains eligible with an income up to 250 percent of the federal poverty level.

(A)(1)(d) Current status in the building blocks of an early learning and development system

Many of the core components that make up a high-quality comprehensive system of early learning and development are already evident in each of the state's programs.

Early Learning and Development Standards

Birth to Three Standards

One of the first tasks of the NJ Council for Young Children (established January, 2010) was to focus on the creation and adoption of common birth to three learning and development standards (see Attachment 9, *New Jersey Birth to Three Standards*). After a review of the Birth to Three Standards developed by other states, the Governor's Council recommended that New Jersey

adopt *Minnesota's Early Learning Guidelines for Birth to 3*, with modifications. The standards were extensively reviewed by stakeholders and experts, and will be implemented starting in April of 2012 (see Attachment 10, *New Jersey Birth to Three Standards Timeline*).

Preschool Standards

The preschool standards are currently required for the mixed delivery system in the State Preschool Program and are used by New Jersey's Head Start sites. Moving forward with the plan outlined in this grant will provide support to enable each Grow NJ participating program to use both the Birth to Three and Preschool Standards.

New Jersey's Preschool Teaching and Learning Standards are comprehensive and specifically incorporate a focus on young children with disabilities and English learners, address all areas of development and learning (see Table (A)(1)-6) and Attachment 11, *New Jersey Preschool Teaching and Learning Standards*), include teaching practices, and are aligned with the comprehensive curricula and their associated formative assessments (e.g., see Attachment 12, *Teaching Strategies GOLD Alignment with NJ Preschool Standards*). Originally adopted by the New Jersey State Board of Education in 2004, they were revised and readopted in 2009 as *the Preschool Teaching and Learning Standards* within New Jersey's new *K-12 Core Curriculum Content Standards*. An initial alignment with the Common Core standards has been conducted for English language arts and mathematics (see Attachment 13, *Alignment with English Language Arts Literacy Common Core Standards* and Attachment 14, *Alignment with Common Core Math Standards*).

Comprehensive Assessment Systems

The four components of a Comprehensive Assessment System are a hallmark of both the State Preschool Program and Head Start (Table (A)(1)-7).

Both programs are required to use valid and reliable developmental screenings and formative assessments that correspond with the comprehensive curricula and learning standards. In the State Preschool Program, all teachers have received training in observation, documentation, procedures for handling reliability and validity, and maximizing the use of data to inform instruction.

Evaluation of teacher-child interaction and environment are also required in Head Start and the State Preschool Program – with instruments such as the Classroom Assessment Scoring System (CLASS), Early Childhood Rating Scale-Revised (ECERS-R), Supports for Early Literacy Assessment (SELA), Preschool Classroom Mathematics Inventory (PCMI), and curriculum fidelity instruments being used. Other instruments specific to inclusion, English learner supports, and optimizing settings to reduce challenging behavior are also used.

IDEA and Title I programs are already using developmental screenings and formative assessments (Table (A)(1)-7) and preschoolers with disabilities are assessed using the Battelle Developmental Inventory upon entry into and departure from the preschool special education system. Each of these programs will add measures of teacher-child interaction and environment with the implementation of Grow NJ.

As can be seen in Table (A)(1)-7, when the Grow NJ Quality Rating Improvement System is fully implemented, all participating sites across settings will administer an appropriate Comprehensive Assessment System for all high needs children along the birth to five continuum. Beginning at Step 2 of Grow NJ, sites will use Environmental Rating Scales and developmental, behavioral, and health screenings. At Step 3 they will add formative assessments that are aligned to the chosen curriculum, and starting at Step 4, will add an evaluation of teacher-child interaction. With the critical information provided by these instruments, educators will be better able to inform instruction, create concrete improvement targets, and ultimately provide a higher quality early experience for each child that results in optimal learning and development.

Health Promotion Practices

The Head Start Performance Standards for Health and Safety, Screening, Health Promotion, and Health Literacy are a strong feature of New Jersey's Head Start and Early Head Start programs. Both Head Start and the State Preschool Program provide staffing to ensure the provision of basic health services to children enrolled and the identification and referral for health-related needs and follow-up (Table (A)(1)-8). Each also engages in a wide range of health promotion practices that reflect national standards in physical activity, mental and behavioral health, and healthy eating habits (American Academy of Pediatrics 2009).

New Jersey's child care licensing standards address two of the four elements of high-quality health promotion practices - Health and Safety and Health Promotion (Table (A)(1)-8). These regulations ensure that children have required physicals and immunizations and that rigorous program inspections are conducted by the New Jersey Department of Environmental Protection for asbestos, lead, and other hazards. Staff must be trained in health and nutrition practices, among other requirements.

With the implementation of Grow NJ, all participating programs will include the four elements of high-quality health promotion practices starting with licensing requirements around immunizations, health practices, and screenings, and progressively moving up to advanced practices in Steps 4 and 5, such as daily oral health practices, consultations with health professionals, and training for staff and families on mental health, nutrition, and promoting physical activity.

Family Engagement Strategies

Substantive and diverse strategies and approaches to empower and engage families can be found in each of the state's programs (see Table (A)(1)(9)). Both the State Preschool Program and Head Start have family supports-related staffing in place, such as Community and Parent Involvement Specialists (CPIS), Parent Liaisons, and Family Workers to help families connect with community resources and provide a channel of communication. IDEA Part C provides Regional Family Support Coordinators to ensure that families of children from birth to three with disabilities have access to information and services.

All of these programs use a range of methods to involve families, from programs, such as Strengthening Families through Early Care and Education (SFECE) in the State Preschool Program and Head Start to Family Matters, the program supported by IDEA Part C. Most provide opportunities for families to be decision-makers by serving on councils (e.g., Special Education Parent Advisory Council) and advisory groups (e.g., Family Success Centers), with Head Start's programs providing some of the most extensive means of engaging families. Other resources such as the State's Early Childhood Comprehensive Systems (ECCS) project and Statewide Parent Advocacy Network (SPAN) provide family information, training, technical assistance, and leadership development.

Grow NJ indicators for family engagement are based on the Head Start Performance Standards and Strengthening Families through Early Care and Education Standards. The lower Steps of the instrument start with providing families with basic program information and holding orientations. At the higher Steps, programs are expected to involve families in program evaluation, provide parent education and networking opportunities, and encourage families to participate in decision making roles.

The Development of Early Childhood Educators

Table (A)(1)-10 demonstrates the sequence of workforce credentials available to early childhood educators in New Jersey. Teachers, caregivers and other professionals in early care and education settings can participate in training in early childhood education from the New Jersey Family Development Credential to a New Jersey Administrator's Certificate (see Attachment 15, *New Jersey Registry Early Childhood Career Lattice - Career Pathways*). With the help of an alternate route path to early childhood certification, and a scholarship program, there are now over 2,210 preschool teachers holding a New Jersey Preschool to Third Grade Teaching Credential in Head Start, community provider and school district settings in the State Preschool Program (out of 3,324 P-3 credentials statewide). Because of the demand for certified preschool teachers, the number of higher education institutions offering programs leading to certification is now thirteen – an ample number to meet the needs of future certified teachers (Table (A)(1)-11).

The Infant Toddler credential, a new six-hour preparation program designed for caregivers and teachers working with infants and toddlers who have already earned CDAs, AAs or Bachelor of Arts (BA), is currently offered by three entities and meets the infant-toddler educator preparation requirements of Head Start. Eight additional programs will offer the credential starting in 2012.

Training and technical assistance, including for the Infant Toddler credential, is offered by county-level Child Care Resource and Referral Agencies that contract with Department of Human Services to provide training in order to assist early childhood educators in attaining credentials and other early learning and development information.

New Jersey's *Workforce Knowledge and Competency Framework* (Attachment 16), which describes what early childhood educators should know and be able to do, aligns with each

credential offered across the state. This framework is reflected in New Jersey's Workforce Registry, which will be used to track the professional development of Grow NJ participants.

Kindergarten Entry Assessments

Until 2010, because of the challenges associated with measuring the development and learning of young children, New Jersey relied heavily on third party evaluations to examine the impact of program participation on children's school success (Frede et al. 2009). While New Jersey will continue to use third-party evaluations to track both program quality and impact, the state has been piloting the use of Work Sampling System (Meisels et al. 1995) as a measure of kindergarten skills in two school districts. New Jersey will expand the use of a formative, criterion-referenced assessment to statewide implementation starting in 2013 (see Criterion (E)(1) for details). This will not only provide developmentally appropriate information about children's skills and competencies to inform instruction, but will allow a statewide understanding of Grow NJ program impact on kindergarten readiness.

Data on Program Quality

New Jersey has conducted two studies designed to understand the characteristics of its early learning and development programs. First, the quality of the State Preschool Program has been carefully tracked since 2003 on a random sample of classrooms each year using the ECERS-R (Harms et al. 1998), SELA (Smith et al. 2001), and PCMI (Frede 2005). The program's quality steadily increased over eight years, and has maintained a level of quality associated with learning benefits for children since 2006. Program growth on the ECERS-R is below (see Attachment 7).

State Preschool Program Early Childhood Environmental Rating Scale Scores								
SUBSCALE	2003	2004	2005	2006	2007	2008	2009	2011
ECERS Overall	3.96	4.31	4.77	4.81	5.03	5.20	5.23	5.30

Second, to measure the baseline quality characteristics of programs outside of the State Preschool Program, New Jersey conducted an onsite needs assessment (Friedman et al. 2009) of 568 child care, preschool and Head Start sites in 150 communities with high proportions of low-income families using the Basic Classroom Climate and Materials Checklist. This study provided

valuable information about sites and settings that guide the professional development areas targeted by this grant, including implementing research-based curricula and assessment based on early learning standards, supporting English learners and children with disabilities, accommodating children's health needs, and engaging families in their children's learning and development.

Effective Data Practices

New Jersey's current data systems provide a significant amount of rich information about programs and children. The state's primary systems are listed below.

- New Jersey's Department of Education data system, NJ SMART, already assigns unique identifiers to preschool children, including those with disabilities and English learners, upon entry to a school district program, with unique school codes that are set up for a mixed delivery system. Data fields allow tracking of special education placement, referral, attendance, retention, and performance on evaluations.
- The NJ Workforce Registry has a flexible infrastructure and has numerous features and functions that can be accessed by individuals, sites/directors, professional development providers, and state agencies. Scholarships, incentives, and credentials can be managed through the registry.
- The New Jersey Early Intervention System has a unique child identifier, site identifier, and collects information about the infant or toddler and each service provider.
- The State's Licensing Information System has unique site and educator identifiers with both historical and current licensing information.

Table (A)(1)-13 provides a snapshot of each of the data systems currently used in the state. Integrating these data systems will allow New Jersey to share critical information about programs, workforce, and children within the confines of state and federal law. Connecting the main data systems will allow New Jersey to more easily examine the central questions around how participation in Grow NJ impacts program quality, and how quality improvements tie to children's development and learning at kindergarten and beyond. It will also allow New Jersey to understand the critical factors impacting program success, including early childhood educator qualifications, as well as specific program and classroom characteristics. Grow NJ will provide

the missing quality information and will link essential data from each separate system into one robust data collection system.

Table (A)(1)-1: Children from Low-Income² families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	34,453	5.8%
Toddlers ages 1 through 2	68,701	11.6%
Preschoolers ages 3 to kindergarten entry	68,637	11.6%
Total number of children, birth to kindergarten entry, from low-income families	171,791	29.0%

Sources: U.S. Census Bureau, Population Division, Interim State Population Projections, 2005; and National KIDS COUNT Program "Children below 200% poverty (Percent) – 2009".

Census data projections for 2012 were used along with the percent of children whose families were below 200% of poverty in New Jersey (29%) to estimate the number of children from low-income families in the state in these specific age ranges.

Table (A)(1)-2: Special populations of Children with High Needs		
The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays³	23,695	4.0%
Are English learners⁴	158,758	26.8%

²Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

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

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

Table (A)(1)-2: Special populations of Children with High Needs		
The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Reside on "Indian Lands"	0	0.0%
Are migrant⁵	145	0.02%
Are homeless⁶	2,853	0.5%
Are in foster care	2,370	0.4%
<p><i>For students with disabilities or delays: Number is estimated for children birth to kindergarten entry based on the percentage of students with disabilities in state-funded preschool programs.</i></p> <p><i>For ELL: Number is estimated for children birth to kindergarten entry based on the percent of children five to 17 speaking a language other than English in the home (US Census Bureau: 2009 American Community Survey).</i></p> <p><i>For Migrant: 12 month count for the period of September 1, 2009-August 31, 2010.</i></p> <p><i>For Homeless: For the period 9-14-10 to 9-13-11, Children who are homeless and 5 years or younger - using Emergency Shelters and Transitional Housing. Data from state and county HMIS data systems.</i></p> <p><i>For Foster Care: Point in time data collection on August 31, 2011 from the Department of Human Services' NJ SPIRIT data system.</i></p>		

⁵ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁶ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State Preschool Program	0	0	43,286	43,286
Other DOE State-Funded Preschool Programs <i>Specify: General education students in state-funded preschool programs. Special education students reported below.</i> <i>Data Source and Year: October 15, 2010 Application for State School Aid census count.</i>	0	0	8,047	8,047
Early Head Start and Head Start⁷ <i>Data Source and Year: Program Information Report, 2010</i>	413	1,273	14,968	16,654
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: Part C- December 1, 2010 Count; Part B- New Jersey Special Education Report, October 15, 2010</i>	673	9,907	17,073	27,653
Programs funded under Title I of ESEA <i>Data Source and Year: Consolidated State Performance Report, 2009-2010</i>	0	0	11,349	11,349
Programs receiving funds from the State's CCDF program <i>Data Source and Year: Child Care Viewer Report, October 2010</i>	1,485	4,224	16,046	21,755

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

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start⁸ <i>Department of Education, Division of Early Childhood Education data for approved preschool budgets for each fiscal year.</i>	\$25.9 M	\$30.3 M	\$35.1 M	\$34.4 M	\$35.7 M
State Preschool Program Other DOE State-Funded Preschool Programs <i>Specify: Funding for general education students in state-funded preschool programs. Special education students reported below.</i> <i>Data Source and Year: Department of Education, Division of Early Childhood Education data for approved preschool budgets for each fiscal year.</i>	\$489.4 M	\$514.0 M	\$537.3 M	\$556.0 M	\$567.5 M
State contributions to IDEA Part C <i>State Appropriation, Family Cost Participation, Medicaid Recovery</i>	\$106.0 M	\$108.2 M	\$109.1 M	\$110.0 M	\$112.4 M
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry <i>Funding amounts were estimated for each year based on the state's census-method of calculating state aid for students with disabilities.</i>	\$32.7 M	\$34.5 M	\$47.5 M	\$46.7 M	\$45.7 M

⁸ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Total State contributions to CCDF⁹ <i>New Jersey's ACF 696 Reports (column B, line 2 plus column D, line 2) for FY's 2007 through 2010 as of quarter ending 6/30. FY11 includes estimates through 9/30/11.</i>	\$75.7 M	\$73.5 M	\$73.0 M	\$73.3 M	\$71.8 M
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> <i>New Jersey's ACF 696 Reports (column B, line 2) for FY's 2007 through 2010 as of quarter ending 6/30. FY11 includes estimates through 9/30/11. New Jersey met the state match in each of the years listed.</i>	\$49.3 M	\$47.2 M	\$46.6 M	\$46.9 M	\$45.4 M
TANF spending on Early Learning and Development Programs¹⁰ <i>New Jersey's ACF 696 Reports (column C, line 6) for FY's 2007 through 2010 as of quarter ending 6/30. FY11 includes estimates through 9/30/11.</i>	\$69.6 M	\$77.0 M	\$80.7 M	\$75.8 M	\$82.1 M
Total State contributions:	\$880.9 M	\$917.0 M	\$968.4 M	\$982.8 M	\$1,006.4 M

⁹ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁰ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹¹				
	2007	2008	2009¹²	2010¹⁷	2011¹⁷
State Preschool Program	37,638	38,818	40,928	41,786	43,286
Other DOE State-Funded Preschool Programs <i>Specify: October 15, 2010 Application for State School Aid census count. General education students only.</i>	7,868	8,090	8,152	8,153	8,047
Early Head Start and Head Start¹³ <i>(funded enrollment-not cumulative) Program Information Reporting</i>	13,962	12,300	12,359	14,789	15,379
Programs and services funded by IDEA Part C and Part B, section 619 <i>(Part C- annual December 1 count; Part B – December 1st count for 2007, October 15 count for all other years.)</i>	Part C - 9,389 Part B – 18,306	Part C - 9,786 Part B – 15,350	Part C - 10,505 Part B – 16,423	Part C - 10,580 Part B – 17,073	Part C – N/A Part B – N/A
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	2,040	1,426	4,797	11,349	N/A
Programs receiving CCDF funds <i>(average monthly served) Numbers do not include students already counted in the state preschool program section. CC Viewer Report for October 2007-2010. May used for 2011. Column 2010 for October 2010 is equal to Table (A) (1) -3. Not 2011.</i>	18,381	20,784	20,808	21,755	21,022

¹¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹² Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹³ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards			
<i>Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State Preschool Program	X	X	X	X	X
Other DOE State-Funded Preschool Programs	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>	
Early Head Start and Head Start¹⁴	X	X	X	X	
Programs funded under IDEA Part C		X			

¹⁴ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Programs funded under IDEA Part B, section 619	X	X			X
Programs funded under Title I of ESEA	X	X			
Programs receiving CCDF funds					
Grow NJ Step 1	(see licensing)				
Grow NJ Step 2	X	X	X		
Grow NJ Step 3	X	X	X		
Grow NJ Step 4	X	X	X	X	
Grow NJ Step 5	X	X	X	X	
State licensing requirements	X				X
State-funded preschool: <ul style="list-style-type: none"> • Screening Measures: Early Screening Inventory-Revised; • Formative Assessment: For the State Preschool Program, a district board of education shall ensure that all preschool classroom teachers conduct ongoing performance-based assessment of children that: <ul style="list-style-type: none"> ○ Is aligned with the comprehensive curriculum described in the school district's five-year preschool program plan and/or annual update as required and approved by the Department of Education; and ○ Addresses all learning domains. Instruments currently approved include: Work Sampling System, Teaching Strategies GOLD, and The Child Observation Record (COR); • Measures of Environmental Quality: Early Childhood Environmental Rating Scale-Revised (ECERS-R); and 					

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<ul style="list-style-type: none"> Measures of Adult-Child Interactions: Supports for Early Literacy Assessment (SELA) and the Preschool Classroom Mathematical Inventory (PCMI) <p>Programs funded under IDEA Part B, section 619:</p> <ul style="list-style-type: none"> Other: Entry and exit evaluations required for Outcome Study. <p>State licensing requirements:</p> <ul style="list-style-type: none"> Screening Measures: Physical exams, immunizations, Universal Child Health Record, and special care plans – medical treatment needs, program/environmental modifications, diet, rest, allergies, etc. Measures of Environmental Quality: DEP and DHSS requirements are for lead, asbestos, space requirements, play space requirements and playground safety. Measures of Adult-Child Interactions: Ratio requirements are based on ages, group size, special needs; staff training on positive guidance and discipline, program planning and development, creating a classroom environment and health and safety procedures; promoting positive staff and child interactions; promoting family involvement and communication; family support; and community resources. Other: Staff and children's records checklist requires the center to track all required documents including CHRI and CARI checks. 					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State Preschool Program	X	X	X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Other DOE State-Funded Preschool Programs	X	X	X		
Early Head Start and Head Start	X	X	X	X	X
Programs funded under IDEA Part C		X			
Programs funded under IDEA Part B, section 619	X	X (required by General Ed. standards)	X	X (required by General Ed. standards)	X (vision/hearing follow up)
Programs funded under Title I of ESEA	N/A	N/A	N/A	N/A	
Programs receiving CCDF funds	X Meet basic licensing standards				
Grow NJ Step 1	see licensing				
Grow NJ Step 2	X	X developmental screening only	X		
Grow NJ Step 3	X	X developmental screening only	X	X	
Grow NJ Step 4	X	X (all screenings)	X	X	
Grow NJ Step 5	X	X (all screenings)	X	X	

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State licensing requirements	X		X		
<i>New Jersey's state licensing requires a universal child health record that has been listed under "Other".</i>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State Preschool Program	<ul style="list-style-type: none"> • Coordinated system of social services at the school level • Designated staff such as Community Parent Involvement Specialist, Parent Liaison, and Family Worker assigned to organizing family involvement plans activities • Family Services Program supports to ensure that families' social and health services needs are being met • Development of family service plans through collaborative relationship with teachers, family service professionals and other district staff
Other DOE State-Funded Preschool Programs	<ul style="list-style-type: none"> • Coordinated system of social services at the school level • Family Workshops • On-going communication with parents
Early Head Start and Head Start	<ul style="list-style-type: none"> • Focus on family well-being • Positive parent-child relationships • Emphasis on families as learners • Focus on family engagement in transition • Emphasis on family connections to peers and community • Participation in leadership development, decision-making, program policy development, and in community and state organizing activities

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> • Access to resources such as NJ Parent Link, a statewide website initiative that highlights NJ state services and resources
Programs funded under IDEA Part C	<ul style="list-style-type: none"> • Regional Family Support Coordinators • Family Workshops • Family Matters Website • Training and Technical Assistance • Child Find and Outreach • Family involvement: Evaluation, Assessment, IFSP Development/Decision making, direct services, family training, linkages with community supports, State Interagency Coordinating Council/Committees/Workgroups, Regional Early Intervention Collaborative Boards & Council
Programs funded under IDEA Part B, section 619	<ul style="list-style-type: none"> • Strategies are the same as required for general education programs • Family participation in an annual parent survey • Family participation in the evaluation and development of an IEP process • Parent involvement in the decision making about their child's eligibility and program
Programs funded under Title I of ESEA	<ul style="list-style-type: none"> • Parent involvement in decision making • On-going documented parent involvement activities and relevant training • On-going communication with parents • Annual Title I Parent Meeting • Written Parent Involvement Policy (developed jointly with parents) • Parent School Compacts • Parents' Right-to-Know Letter
Programs receiving CCDF funds	<ul style="list-style-type: none"> • Designated staff such as Family Workers in centers in the State Preschool Program that facilitate communication between the center and the parents • Parent education in child development and other issues of interest to parents • Assistance to families with transitioning from preschool to kindergarten and linkages to community resources when needed • Participation in the Strengthening Families initiative to form social networks of support and participate in child's education
Grow NJ Step 1	<ul style="list-style-type: none"> • See licensing

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Grow NJ Step 2	<ul style="list-style-type: none"> • Family access to program • Information provided about the program • Daily communication with families
Grow NJ Step 3	<ul style="list-style-type: none"> • Family access to program • Social network of supports • Ongoing two-way communication with families • Daily communication with families
Grow NJ Step 4	<ul style="list-style-type: none"> • Family involvement in decision making • Family leadership development • Linkages with community supports and family literacy programs • Family access to program • Social network of supports • Ongoing two-way communication with families • Training and support for families • Focus on family well being • Daily communication with families
Grow NJ Step 5	<ul style="list-style-type: none"> • Family involvement in decision making • Family leadership development, make program decisions • Linkages with community supports and family literacy programs • Family access to program • Social network of supports • Ongoing two-way communication with families • Training and support for families • Focus on family well being • Daily communication with families • Family surveys
State licensing requirements	<ul style="list-style-type: none"> • Parents are allowed to visit the center • Parents observe program activities • Parents are notified of field trips • Parents participate on the governing board and advisory committee • Annual meetings are held with parents • Parents attend open house • Parents are involved with representatives in the community to enhance knowledge of community services, programs and resources

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p><i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<ul style="list-style-type: none"> • Parent/staff (teacher) conferences • Information is shared with parents

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁵ currently available in the State				
List the early learning and development workforce credentials in the State*	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
CDA	Yes	324	4.3	
CCP**	Yes	159	2.1	
CDS	Yes	87	1.2	
P-3	Yes	3,324	40.4	
Infant/Toddler***	Yes	198	2.6	
NJ Administrator****	Yes	225	11.4	

The above data represent estimations of certifications held. Estimations are based on a needs assessment conducted of staff in birth through five settings, as well as actual data from the State Preschool Program.

*Only one year of data was available for degrees attained. Therefore, information on degrees attained was not included. Please see Table (A)(1)-11 for one-year data on degrees attained.

** **CCP**-Certified Child Care Professional is a national credential administered by the National Child Care Association in Washington, D.C. Currently, the credential does not lead to any AA credits, which explains the low percentage of professionals with the credential. The National Child Care Association provided data for this credential.

*** The **New Jersey Infant/Toddler Credential** administered by the Coalition for Infant/Toddler Educators (CITE) and Professional Impact New Jersey (PINJ) was first made available in 2009.

**** The **New Jersey Administrator's Credential** administered by Professional Impact New Jersey was first made available in 2011.

¹⁵ Includes both credentials awarded and degrees attained.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
TWO YEAR		
Atlantic Cape Community College	<ul style="list-style-type: none"> • AA in Child Care Dev(CDCC) <ul style="list-style-type: none"> ◦ # receiving credential = 3 	Yes
Bergen Community College	<ul style="list-style-type: none"> • CDA <ul style="list-style-type: none"> ◦ # receiving credential = 14 • AAS in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 12 	Yes
Brookdale Community College	<ul style="list-style-type: none"> • AA in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 21 • AAS in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 4 	Yes
Camden County College	<ul style="list-style-type: none"> • AA in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 7 • AS in ECE Hum Ser/ EC <ul style="list-style-type: none"> ◦ # receiving credential = 18 	Yes
County College of Morris	<ul style="list-style-type: none"> • AS in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 7 	Yes
Cumberland County College	<ul style="list-style-type: none"> • AAS in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 12 • Academic Cert ECE <ul style="list-style-type: none"> ◦ # receiving credential = 1 • Career Cert Inf/Toddler <ul style="list-style-type: none"> ◦ # receiving credential = 16 	Yes
Essex County College	<ul style="list-style-type: none"> • AA Liberal Arts EC <ul style="list-style-type: none"> ◦ # receiving credential = 17 	Yes
Gloucester County College	<ul style="list-style-type: none"> • AS Human Dev with EDE Option <ul style="list-style-type: none"> ◦ # receiving credential = 2 • AS Human Dev – Sp. Ed Opt <ul style="list-style-type: none"> ◦ # receiving credential = 6 	Yes
Mercer County Community College	<ul style="list-style-type: none"> • AAS Human Services <ul style="list-style-type: none"> ◦ # receiving credential = 3 	Yes
Passaic County	<ul style="list-style-type: none"> • AA in Liberal Arts with ECE 	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Community College	<ul style="list-style-type: none"> endorsement <ul style="list-style-type: none"> ○ # receiving credential = 39 • AAS in ECE <ul style="list-style-type: none"> ○ # receiving credential = 4 • CDA <ul style="list-style-type: none"> ○ # receiving credential = 78 • Infant/Toddler <ul style="list-style-type: none"> ○ # receiving credential = 17 	
Raritan Valley Community College	<ul style="list-style-type: none"> • AAS in EC <ul style="list-style-type: none"> ○ # receiving credential = 7 • AA in EC <ul style="list-style-type: none"> ○ # receiving credential = 28 • EC Cert <ul style="list-style-type: none"> ○ # receiving credential = 8 	Yes
Sussex County Community College	<ul style="list-style-type: none"> • AAS in CDS <ul style="list-style-type: none"> ○ # receiving credential = 5 • Certificate – CDS <ul style="list-style-type: none"> ○ # receiving credential = 5 	Yes
Union County College	<ul style="list-style-type: none"> • AA in Liberal Arts with ECE option <ul style="list-style-type: none"> ○ # receiving credential = 55 	Yes
Warren County Community College	<ul style="list-style-type: none"> • AAS in ECE <ul style="list-style-type: none"> ○ # receiving credential = 6 	Yes
FOUR YEAR		
Bloomfield College	<ul style="list-style-type: none"> • BA w/ P-3 and P-3/K-5 dual cert <ul style="list-style-type: none"> ○ # receiving credential = 6 • BA w/P-3 & TSD endorsement <ul style="list-style-type: none"> ○ # receiving credential = 3 • P-3 post BA alt route <ul style="list-style-type: none"> ○ # receiving credential = 33 	Yes
Caldwell College	<ul style="list-style-type: none"> • BA Elem Ed K-5 or K-12 w/P-3 cert <ul style="list-style-type: none"> ○ # receiving credential = 33 	Yes
College of Saint Elizabeth	<ul style="list-style-type: none"> • ACT 3 post BA with P-3 <ul style="list-style-type: none"> ○ # receiving credential = 33 	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Kean University	<ul style="list-style-type: none"> • BA with P-3/K-5 with dual certification <ul style="list-style-type: none"> ◦ # receiving credential=66 • BA w/P-3 & Teacher of Disabled endorsement <ul style="list-style-type: none"> ◦ # receiving credential=25 • P-3 via Post Bac alt route <ul style="list-style-type: none"> ◦ # receiving credential = 12 • Masters in Early Childhood Ed <ul style="list-style-type: none"> ◦ # receiving credential = 12 	Yes
Montclair State University	<ul style="list-style-type: none"> • BA with P-3 <ul style="list-style-type: none"> ◦ # receiving credential = 82 • M.Ed in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 12 • P-3 Pos Bac/MAT <ul style="list-style-type: none"> ◦ # receiving credential = 69 • P-3 & Teacher of Disabled MAT <ul style="list-style-type: none"> ◦ # receiving credential = 38 	Yes
New Jersey City University	<ul style="list-style-type: none"> • BA with P3 <ul style="list-style-type: none"> ◦ # receiving credential = 33 • BA with P3/K-5 <ul style="list-style-type: none"> ◦ # receiving credential = 22 • BA with P3 & Teacher of Disabled endorsement <ul style="list-style-type: none"> ◦ # receiving credential = 14 • MAT P3(Graduate) <ul style="list-style-type: none"> ◦ # receiving credential = 28 • MAT P3/ Teacher of Disabled endorsement (GRAD) <ul style="list-style-type: none"> ◦ # receiving credential = 9 	Yes
Rider University	<ul style="list-style-type: none"> • BA –P3 with Dual Elem <ul style="list-style-type: none"> ◦ # receiving credential = 25 • ECE Grad Level Teacher Prep Program <ul style="list-style-type: none"> ◦ # receiving credential = 7 	Yes
Rowan University	<ul style="list-style-type: none"> • BA with P-3 cert <ul style="list-style-type: none"> ◦ # receiving credential = 23 	Yes

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Seton Hall University	<ul style="list-style-type: none"> • BSE <ul style="list-style-type: none"> ◦ # receiving credential = 49 	Yes
Stockton College	<ul style="list-style-type: none"> • P-3 via Post Bac Alternate Route <ul style="list-style-type: none"> ◦ # receiving credential = 4 	Yes
The College of New Jersey	<ul style="list-style-type: none"> • BS w/P-3/K-5 dual <ul style="list-style-type: none"> ◦ # receiving credential = 32 • P3 via Post Bac Alternate Route <ul style="list-style-type: none"> ◦ # receiving credential = 4 • MAT in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 1 	Yes
William Paterson University of New Jersey	<ul style="list-style-type: none"> • BA with P-3 <ul style="list-style-type: none"> ◦ # receiving credential = 9 • BA with P-3/K-5 dual <ul style="list-style-type: none"> ◦ # receiving credential = 28 • P-3 via Post Bac alternate route <ul style="list-style-type: none"> ◦ # receiving credential = 18 • M.Ed. in ECE <ul style="list-style-type: none"> ◦ # receiving credential = 12 	Yes
5 year University		
Rutgers	<ul style="list-style-type: none"> • EdM with dual cert P-3/K-5 <ul style="list-style-type: none"> ◦ # receiving credential = 7 • EdM with P-3 cert <ul style="list-style-type: none"> ◦ # receiving credential = 3 • EdM in early childhood <ul style="list-style-type: none"> ◦ # receiving credential = 1 	Yes

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Y	Y	Y	Y	Y
Domain aligned to Early Learning and Development Standards? (Y/N)	Y	Y	Y	Y	Y
Instrument(s) used? (Specify)	Work Sampling System	Work Sampling System	Work Sampling System	Work Sampling System	Work Sampling System
Evidence of validity and reliability? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for English learners? (Y/N)	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? (Y/N)	Y	Y	Y	Y	Y
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Currently only in pilot districts (538 students). Statewide by 2018	Currently only in pilot districts (538 students). Statewide by 2018.	Currently only in pilot districts (538 students). Statewide by 2018.	Currently only in pilot districts (538 students). Statewide by 2018.	Currently only in pilot districts (538 students). Statewide by 2018.
Results included in Statewide Longitudinal Data System? (Y/N)	Yes, by 2014.	Yes, by 2014.	Yes, by 2014.	Yes, by 2014.	Yes, by 2014.

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-step program participation and attendance
NJ SMART – Statewide Longitudinal Data System	X	X	X	X	X		X
NJ Early Intervention System (NJEIS)	X		X	X	X		X
Child care subsidy programs			X	X		X	X
Licensing Information (LIS)		X	X			X	
Professional Impact NJ Workforce Registry		X	X		X		
State Preschool Program IDEA Part B, 619 Other DOE preschool programs	X		X	X			X

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
 - The State's goals for improving child outcomes statewide over the period of this grant.
 - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

Narrative (A)(2) New Jersey's Rationale for its Early Learning and Development Reform

Agenda

Mission

The Commissioner of New Jersey's Department of Education has captured the mission of the Department in a single, but powerful phrase – to prepare all of New Jersey's students regardless of zip code, for college and career. Of course, to be ready for college and career, New Jersey students must first be ready for kindergarten. While the state has made tremendous progress over the past decade in this area, too many at-risk children birth to five do not have access to high-quality programs, and continue to fall behind their peers. To address these children's particularized needs, the Department of Education has partnered with the Departments of Children and Families, Health and Senior Services, and Human Services to combine expertise, resources, and join efforts.

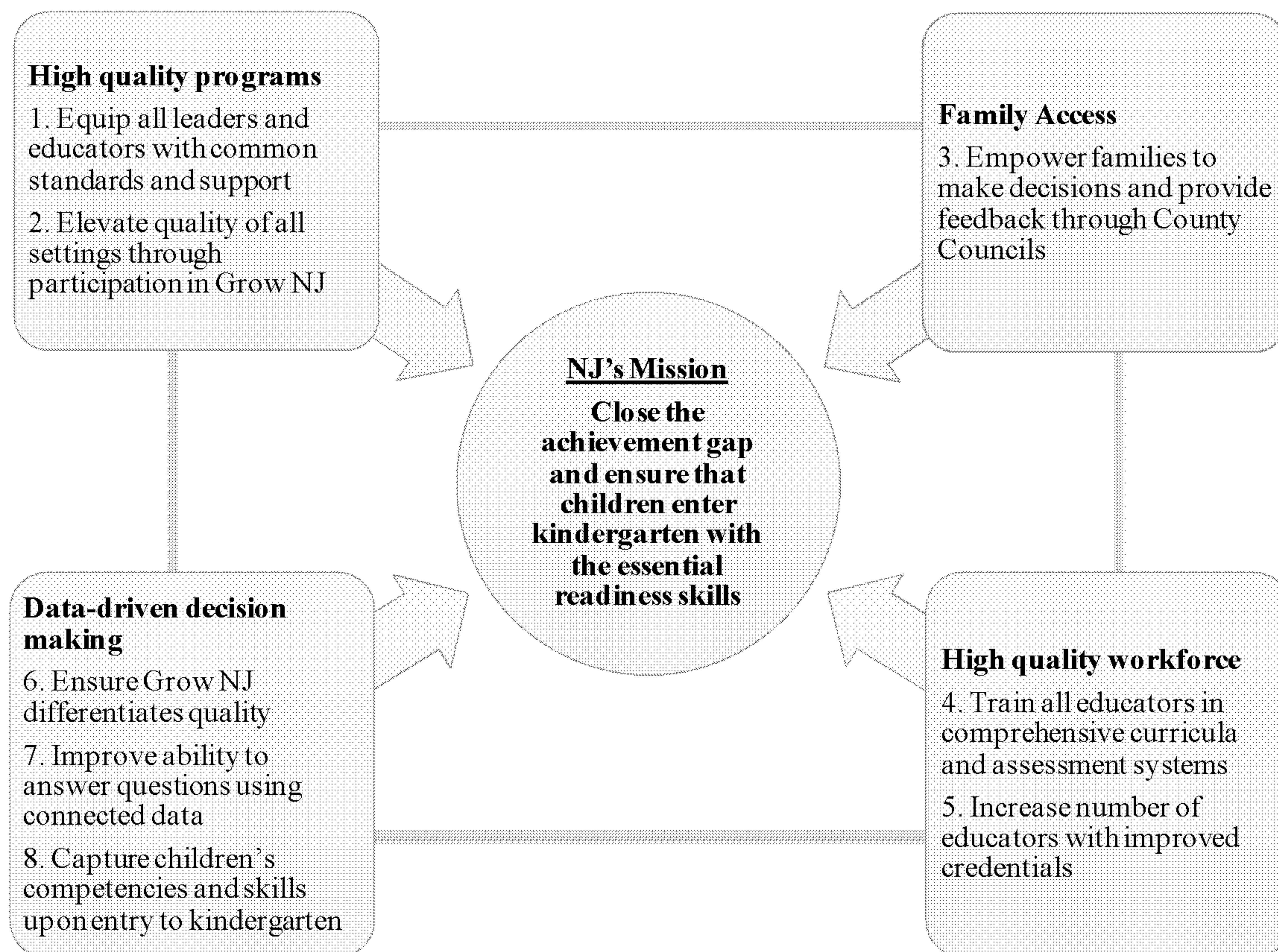
Grow NJ, New Jersey's Tiered Quality Rating Improvement System, is the embodiment of that inter-department cooperation. Each collaborating department has committed itself to expanding Grow NJ and its associated supports, with the goal of transforming the state's early care and education settings into consistently high-quality programs that share the evidence-based practices and most importantly, the success, of the State Preschool Program.

Plan Synopsis

The mission and goals of the grant will be met by mobilizing and coordinating each state agency's systems and resources to make strategic investments that drive program improvement. Grow NJ is the centerpiece of the State's Plan, with each partnering agency playing an essential role. The Department of Education will contribute its successful program improvement model used to create the highly effective State Preschool Program. The Department of Human Services will provide the county-level mechanism for reaching programs and families. The Departments of Health and Senior Services and Children and Families will contribute their connections to home visiting programs, health services, and community programs designed to engage and empower families. And all of the Departments will collectively provide the necessary county-

level resources and expertise to ensure that the particularized needs of the at-risk children are met by each and every early learning and development program.

New Jersey’s path to closing the achievement gap and ensuring kindergarten readiness



(A)(2)(a) Goals

To achieve its mission, New Jersey will implement a plan that substantially improves access to high-quality early learning and development programs, involves and empowers families, revitalizes and focuses the early childhood workforce, and connects data systems that drive decisions around quality components and improvement. In each of these areas, New Jersey has set ambitious, yet achievable goals that together create a path for closing the achievement gap and ensuring kindergarten readiness.

Key Goals	Key Performance Targets
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Improve quality through the implementation of Grow NJ.	
1. Equip leaders and early childhood educators with common early learning and program standards for all program areas by implementing Grow NJ in the sites serving children with high needs. Implement a system of technical assistance and professional development, incentives, ratings, and publicity to facilitate use.	Achieve 65 percent program participation in Grow NJ by 2015 and full participation by 2017 (Table (B)(2)(c)).
2. Elevate the overall quality of settings by increasing the number of programs that are in the upper two Steps by providing group and on-site assistance, as well as access to critical resources.	Raise the number of programs rated in Steps 4 and 5 to 53 percent by 2017 (Table (B)(4)(c)(1)).
Increase family access to information.	
3. Empower families to make decisions and provide feedback by creating County-level Councils that will engage local stakeholders to ensure a mechanism for feedback to the Governor's Council and agencies concerning the extent to which Grow NJ works for families.	Achieve 51 percent family participation on the County Councils for Young Children.
Improve workforce competencies.	
4. Train all educators in comprehensive early childhood curricula and assessment systems. All programs will participate in regional training on three of the comprehensive curriculum and assessment systems.	Implement comprehensive curricula and assessments in 65 percent of participating programs by the end of the grant period (Section (D)(2)(d)) and all remaining programs by 2017.
5. Increase the number of early childhood educators with core knowledge and competencies and with increased credentials. To improve credentials, support will be provided to family child care providers, teachers, and teacher assistants to obtain early childhood credentials.	Increase the percentage of early childhood educators who progress to higher credentials along the Career Lattice to 62% with an early childhood credential by 2015 (Tables (D)(2)(d)(1) and (D)(2)(d)(2)).
Improve use of data to inform improvements to sites and systems and to improve child performance.	
6. Ensure that Grow NJ effectively differentiates quality of programs and learning and development of children. A validity study will identify whether and what aspects of the QRIS are effective at improving quality and the associated impact of quality improvements on children. It will inform changes to the main components of the system, including Indicators,	Demonstrate that Grow NJ is a valid and reliable instrument for improving program quality and children's learning and development (see Section (B)(5)).

Steps, Ratings, and Technical Assistance.	
7. Improve ability to answer questions about programs and children in a timely and relevant fashion by connecting data systems. Early childhood data systems will be connected through the creation of NJ-EASEL (New Jersey Enterprise Analysis System for Early Learning).	Begin aggregating information for systems in 2013 to answer primary questions (see Section (E)(2) for primary questions).
8. Capture children's competencies and skills upon entry to kindergarten to better understand the impact of early learning and development programs as they progress through the Steps of Grow NJ, and to inform children's instruction in the kindergarten year. A criterion-referenced assessment will be implemented statewide starting in 2013.	Demonstrate that the number of children in kindergarten that with developmentally appropriate skills and competencies as measured by a criterion-referenced assessment, increases each year as the number of programs that attain the top two Steps of Grow NJ increases (Table (A)(2)(i): Expectations for Readiness Testing for High Needs Children Entering Kindergarten).

Goals for Improving Quality

New Jersey's goals for improving quality are derived from the successful methods used in the State Preschool Program. Through a continuous evaluation and improvement system, the State Preschool Program showed a steady rate of improvement on measures such as the Early Childhood Environment Rating Scale-Revised over a seven year period with the program's average score reaching and sustaining the target of 5.0 or above after four years of participation in targeted professional development, curriculum and assessment training, and a continuous evaluation and improvement cycle.

Like the State Preschool Program, participating early learning and development programs will have supports during the program quality improvement process. County-level teams of Learning Coaches, Family Engagement Coordinators, Health Service Coordinators and Birth to Five Disabilities Coordinators will assist the sites in the implementation of the learning and program standards in Grow NJ. Programs will receive direct training from curriculum and assessment developers, assistance with credentialing and certification programs, training in the use of

comprehensive assessment systems, and access to resources to optimize family engagement, health, and supports for English learners, and children with disabilities, or other special needs.

It is expected that access to these supports as programs progress through the Steps will gradually result in improved quality, just as it did for the State Preschool Program. For programs starting at lower levels of quality, this progress may occur over two or even three quality improvement and rating cycles. By the end of the four-year grant period, it is expected that 44 percent of the sites will rate at the highest Steps of 4 and 5 (Table (B)(4)(c)(1)). After six years, it is expected that 53 percent will be at Step 4 or 5. At this level of quality, learning benefits for children will be observed.

	2012	2013	2014	2015	2016	2017
Percent Rated in the Top Two Steps	26.0	26.0	30.0	44.3	50.0	53.1

A validation study of the system will compare external ratings of quality to program Step ratings (see Section (B)(5)). It will determine if sites in the top Steps are in fact high-quality, and will determine whether they differ in quality from the sites in the lower Steps. The validation study is expected to confirm that the Steps of the system correspond with the following scores:

	Step 1	Step 2	Step 3	Step 4	Step 5
Early Childhood Environment Rating Scale-Revised (ECERS-R)	<3.5	3.5-4.4	4.5-4.9	5.0-5.4	5.5-7.0
Classroom Assessment Scoring System (CLASS)	<3.5	3.5-4.4	4.5-4.9	5.0-5.4	5.5-7.0
Infant Toddler Environmental Rating Scale (ITERS)	<3.5	3.5-4.4	4.5-4.9	5.0-5.4	5.5-7.0
Arnett Caregiver Scale	<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
Family Child Care Rating Scale (FCCRS)	<3.5	3.5-4.4	4.5-4.9	5.0-5.4	5.5-7.0

Corresponding yearly targets for program quality are provided below. Each number was calculated using the middle point of the score ranges for the validity study, and projecting the total number of sites expected to achieve each Step on Grow NJ. The overall averages are elevated due to the inclusion of the programs in the State Preschool Program.

Instrument	2012	2013	2014	2015	2016	2017
ECERS-R	4.3	4.2	4.3	4.6	4.9	5.0
CLASS	4.3	4.2	4.3	4.6	4.9	5.0
ITERS	4.3	4.2	4.3	4.6	4.9	5.0
Arnett Caregiver Scale	2.5	2.5	2.7	2.7	2.8	2.9
FCCRS	4.3	4.2	4.3	4.6	4.9	5.0

Goals for Improving Child Outcomes and for Closing the Readiness Gap

In the State Plan, there will be two ways of measuring child outcomes. The first is the Grow NJ validation study that will include a battery of child measures to determine whether the learning and development of children in the participating programs is enhanced. The second measure involves tracking children's scores on a criterion-referenced assessment as they enter kindergarten.

The expected child outcome targets set for the validation study are derived from the findings of the *Abbott Preschool Program Longitudinal Evaluation Study* (APPLES) (Frede et al. 2009). The APPLES study found that children who attended the program for two years starting when it was rated at an average score of 4.8 out of 7.0 on the ECERS-R, performed twice as well on measures of language and math than children who did not participate in the program. On the Peabody Picture Vocabulary Test/Test de Vocabulario en Imagenes Peabody, for example, the achievement gap for attendees was half that of non-attendees.

Based on the anticipated timeline for sites moving into the top two Steps, it is expected that substantial benefits for children will start to be seen in the fourth year of implementation, 2015. These benefits should be found for 15,121 children at the 1,186 sites (out of 2,695) that have attained a Step four or five rating at the end of 2015, when these programs have achieved ratings slightly above those associated with benefits in the State Preschool Program. It is expected that the validation study will demonstrate that on the measures of early math and language that children in programs in the highest Steps will perform at least twice as well as children in the lowest Steps at entry to kindergarten (see Section (E)(1) for a description of the Grow NJ Validation Study).

Similarly, it is expected that as sites attain higher levels of quality as they progress through Grow NJ, associated increases in readiness scores at kindergarten entry will be found. Below is a chart highlighting New Jersey’s kindergarten readiness target of statewide 75 percent proficiency based on program quality improvement rates in Grow NJ. Studies in Maryland and Minnesota indicate that 75 percent proficiency on criterion referenced assessments like the Work Sampling System can predict third grade test scores (see Section (E)(1) for details). Targets are described in the table below.

Table (A)(2)(i): Expectations for Readiness Testing for High Needs Children Entering Kindergarten						
	2013	2014	2015	2016	2017	2018
Percent of programs at Steps 4 and 5	26%	30%	44%	50%	53%	60%
Total number of students tested	19,750	39,500	59,250	79,000	98,750	118,500
Total number of students tested that are high needs	19,750	34,365	34,365	34,365	34,365	34,365
Average proficiency rates for districts with high concentrations of children with high needs (target of 75% proficiency or better)	45%	53%	63%	70%	75%	75%

(A)(2)(b) Summary of New Jersey’s Reform Agenda and Plan

Reform Agenda

New Jersey will build upon its strengths while addressing its shortcomings in order to create a coordinated, high-quality system that will provide all children with high-quality early learning and development. Like many other states in the nation, New Jersey has numerous agencies and programs that have historically used a “silo approach” to delivery of essential services, resulting in a lack of consistency in standards across domains and departments, a disconnect in data systems, and variation in quality across programs, age groups, and settings, including preschool, self-contained preschool, center-based child care, family child care, Head Start, Early Head Start, and school district programs. New Jersey’s State Plan focuses on creating a system in which each of these settings uses the state’s agreed-upon comprehensive, evidence-based program and learning standards, strong family engagement and health programs, robust workforce registry,

system of certification and credentials specific to birth to five, and successful program improvement efforts to improve outcomes for children.

This focus will ensure that children with high needs outside of the well-resourced State Preschool and Head Start programs benefit from their earliest experiences in center and home based programs and that the learning and development of all children with high needs from birth to five will be maximized.

The Plan

With this grant, New Jersey will advance the work of the New Jersey Council for Young Children (Governor's Council) to connect the best of the state's standards, programs, and services through formal partnerships and agreements with state agencies and critical stakeholders. New Jersey's Commission for Early Learning and Development (Early Learning Commission), comprised of the Departments of Education, Health and Senior Services, Children and Families, Human Services and the Governor's Council Chair, will steer the work (see Attachment 17, *Executive Order 77*).

In order to fund the plan, each participating state agency will commit substantial resources, totaling approximately \$12.5 million annually. This will enable New Jersey to maximize the use of grant funds and build a plan that is ambitious, yet also feasible and sustainable. Additionally, by allocating existing staff toward the plan, New Jersey is able to accelerate the timeline for implementation.

Grow NJ will provide the common standards across program areas and will systematize the quality improvement process. It will also serve as New Jersey's "Consumer Reports" for childcare and preschool programs, supplying a mechanism for programs to improve their quality, and providing parents with much-needed information about programs that can be used in making placement decisions.

To assist all early learning and development programs as they implement each component of Grow NJ, County Technical Assistance (TA) Teams will be based at County Child Care Resource and Referral Agencies. County TA Team composition will mirror the key positions in the State Preschool Program, Head Start programs, family engagement programs, and health

services organizations, and will bring best practices in early learning, health, special education, and family engagement and services to the staff at each early care and education setting for birth to five children. The team members for each area will be trained by the participating state agencies in sets of modules designed around the Grow NJ indicators and components. County TA Team members will conduct group trainings on the module content and on-site visits to assist with self-evaluations and program improvement planning.

As early learning and development programs progress through the Grow NJ system, their teachers and leaders will have opportunities for professional development in comprehensive curricula and assessments, specific supports for English learners and children with disabilities, strategies to optimize their engagement of families, tools to address children's health needs, and information on collecting and interpreting data about children and their programs.

New Jersey's Early Learning Improvement Consortium of universities will be responsible for making rating recommendations for Grow NJ. When early learning and development programs are ready to be assigned a Step, from 1 to 5, a rater will evaluate the program and make a recommendation to the Race to the Top Early Learning Challenge agency team which will administer the rating, and enter it into a database.

County-level Councils for Young Children that communicate with the Governor's Council will be established and run by families to provide feedback and promote the use of Grow NJ. The grant will also build upon New Jersey's existing investments to support the creation of integrated data systems to connect infants, young children, and their families to services and to answer critical questions about participation in Grow NJ, workforce credentials, program licensing status, and most importantly, resultant school readiness and achievement.

Primary Projects

New Jersey will achieve the goals in its State Plan by carrying out eleven projects. Taken together, these projects provide a pathway for raising the quality and impact of programs serving children with high needs during the grant and for sustaining the activities after its expiration. The major projects, lead agencies and timeline that will be used to implement New Jersey's State

Plan are summarized below and found in detail in later sections. The budget that will support each project can be found in Section (A)(4)(b) Budget Part I - Narrative.

Primary Projects Table		
Project	Lead Agency	Start date
<p>1. Establish strong governance and organizational structure to drive high-quality Plan implementation.</p> <p><i>Selection Criteria: (A)(3)</i></p>	Department of Education	12/2011
<p>2. Establish County-level Councils for Young Children and provide family engagement support.</p> <p><i>Selection Criteria: (A)(3) Focus Area: (C)(4)</i></p>	Department of Children and Families, Council for Young Children	2/2012
<p>3. Establish and train County Technical Assistance Teams made up of Learning Coaches, Health Coordinators, Birth to Five Disabilities Coordinators and Family Engagement Specialists.</p> <p><i>Selection Criteria: (B)(4) Focus Area: (C)(1), (D)(2)</i></p>	Department of Education, Department of Human Services	3/2012
<p>4. Provide professional development regionally for evidence-based curricula and a Comprehensive Assessment System.</p> <p><i>Selection Criteria: (B)(4) Focus Areas: (C)(2), (D)(2)</i></p>	Department of Education	1/2012
<p>5. Expand program participation in Grow NJ and offer tiered reimbursements, higher education support, and funding to enhance environments.</p> <p><i>Selection Criteria: (B)(2)</i></p>	Department of Education, Department of Human Services, Head Start	4/2012
<p>6. Launch the Grow NJ data system and Family Portal.</p> <p><i>Selection Criteria: (B)(1)</i></p>	Department of Education	1/2012
<p>7. Increase participation in the Workforce Registry and improve workforce competencies.</p> <p><i>Selection Criteria: (B)(4) Focus Areas: (D)(1), (D)(2)</i></p>	Department of Human Services	4/2012

<p>8. Create the Early Learning Improvement Rating Consortium. <i>Selection Criteria: (B)(3)</i></p>	<p>Department of Education, Department of Children and Families</p>	<p>2/2012</p>
<p>9. Validate Grow NJ System. <i>Selection Criteria: (B)(5)</i></p>	<p>Department of Education</p>	<p>1/2012</p>
<p>10. Implement statewide kindergarten entry criterion-referenced assessment. <i>Focus area: (E)(1)</i></p>	<p>Department of Education</p>	<p>2/2013</p>
<p>11. Accelerate integration of critical early learning data systems. <i>Focus Area: (E)(2)</i></p>	<p>Department of Education</p>	<p>1/2012</p>

(A)(2)(c) Justification for Focused Investment Areas

The grant provides an ideal opportunity for New Jersey to tap into its many assets to improve outcomes for its children with high needs. The State chose to focus on the areas in which it has the most experience and capacity, using strategies that build on the state's strengths while considering the needs of its children. Each of the focus areas chosen, the rationale, and progress to date as described in Section (A)(1), are outlined below.

(C)(1) Developing and using statewide, high-quality early learning and development standards.

Rationale: New Jersey raised and sustained the quality of its preschool settings by implementing common program and learning standards in a mixed delivery system of public schools, private providers, and Head Start for the State Preschool Program as evidenced by consistently high scores on measures of environment and interaction (see Attachment 7). These program and learning standards that are evidence-based and high-quality reflect all of the essential learning and development domains, and are designed for use with English learners and children with disabilities. The grant will assist the state in the expansion of the implementation of the preschool standards to all programs serving children with high needs, and will expedite the

implementation of the recently created infant toddler standards to sites serving infants and toddlers.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

Rationale: New Jersey has implemented comprehensive assessment systems in the State Preschool and Head Start programs, and has provided training and protocols to support reliable use of each type of instrument, and appropriate follow-up. The grant will help the state bring these modules, materials, and protocols for implementation to all early learning and development programs serving children with high needs.

(C)(4) Engaging and supporting families.

Rationale: The state has strong evidence-based home visiting programs, Family Success Centers, and family resources through the Statewide Parent Advocacy Network, and uses Strengthening Families in many of the state programs. The grant will help to expand the use of the Strengthening Families program (through Grow NJ) and will support the creation of Family Engagement Coordinators to help providers maximize family engagement and connect families to programs that support their children's learning and development.

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

Rationale: New Jersey has a robust workforce registry that aligns with the *NJ Core Knowledge and Competency Framework* for each type of position, tracks scholarships, tracks and verifies progress through the career lattice, and can easily be used by individuals, sites, and counties, or at the state level to address questions about the workforce. The state's career lattice and competency framework are aligned with higher education. The grant will provide a means of helping to ensure that the common competencies and progression are delivered with fidelity. The quality of the state's early childhood educators has a tremendous impact on the outcomes of children, particularly for those with high needs, making the focus on this area a high priority.

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

Rationale: New Jersey already has a system of certification and credentials specific to birth to five, with opportunities to attain the Infant Toddler Credential, the Child Development

Associate, and a specific Preschool to Third Grade certification. The state also has experience advancing core early childhood knowledge and competencies of early childhood educators in the State Preschool Program through curriculum and assessment training, and coaching and coordinating staff using a Training of Trainers series. In addition to providing support for advancing credentials, the state will apply the same model to assist early learning and development programs in improving quality and outcomes. Sets of modules that match the contents of Grow NJ are largely ready for implementation, and there are 29 early childhood professional development coaches already in county-level Child Care Resource and Referral Agencies are available to provide support as sites implement the common standards.

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

Rationale: New Jersey has demonstrated that program improvement efforts have had learning and development benefits for children, including improved performance at kindergarten and beyond, and a reduction in grade retention rates (see Attachment 8). Based on a pilot of the Work Sampling System (Meisels et al. 1995) as a measure of kindergarten skills in two school districts, New Jersey will begin to expand the use of a criterion-reference kindergarten assessment to statewide implementation starting in 2013.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services and policies.

Rationale: New Jersey has many of the essential data systems – NJ SMART (statewide Longitudinal Data System), NJ Workforce Registry, and state Licensing – but these are not yet connected. The grant will allow the state to develop the electronic version of Grow NJ and help to connect data systems to more easily examine the central questions around how participation in Grow NJ impacts program quality and how quality improvements tie to children's development and learning at kindergarten and beyond. It will also allow New Jersey to understand the critical factors impacting program success, including early childhood educator qualifications, and specific program and classroom characteristics.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the

State is choosing to address

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

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

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

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

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

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local

foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Narrative (A)(3) Aligning and Coordinating Early Learning and Development across New Jersey

The State Plan will succeed because of three key components. First, governance of the State Plan and its implementation has been clearly delineated. Senior leaders from each participating agency have committed, a clear mandate for the alignment of early learning and development programs statewide has been established, and strong systems are in place to provide timely, relevant information for decision making. Second, implementation will be a joint effort of all agencies and stakeholders working together toward a common mission with defined goals, activities, and timelines. Finally, early learning and development stakeholders from across New Jersey's 21 counties will be engaged in State Plan implementation and ongoing decision-making and policy setting.

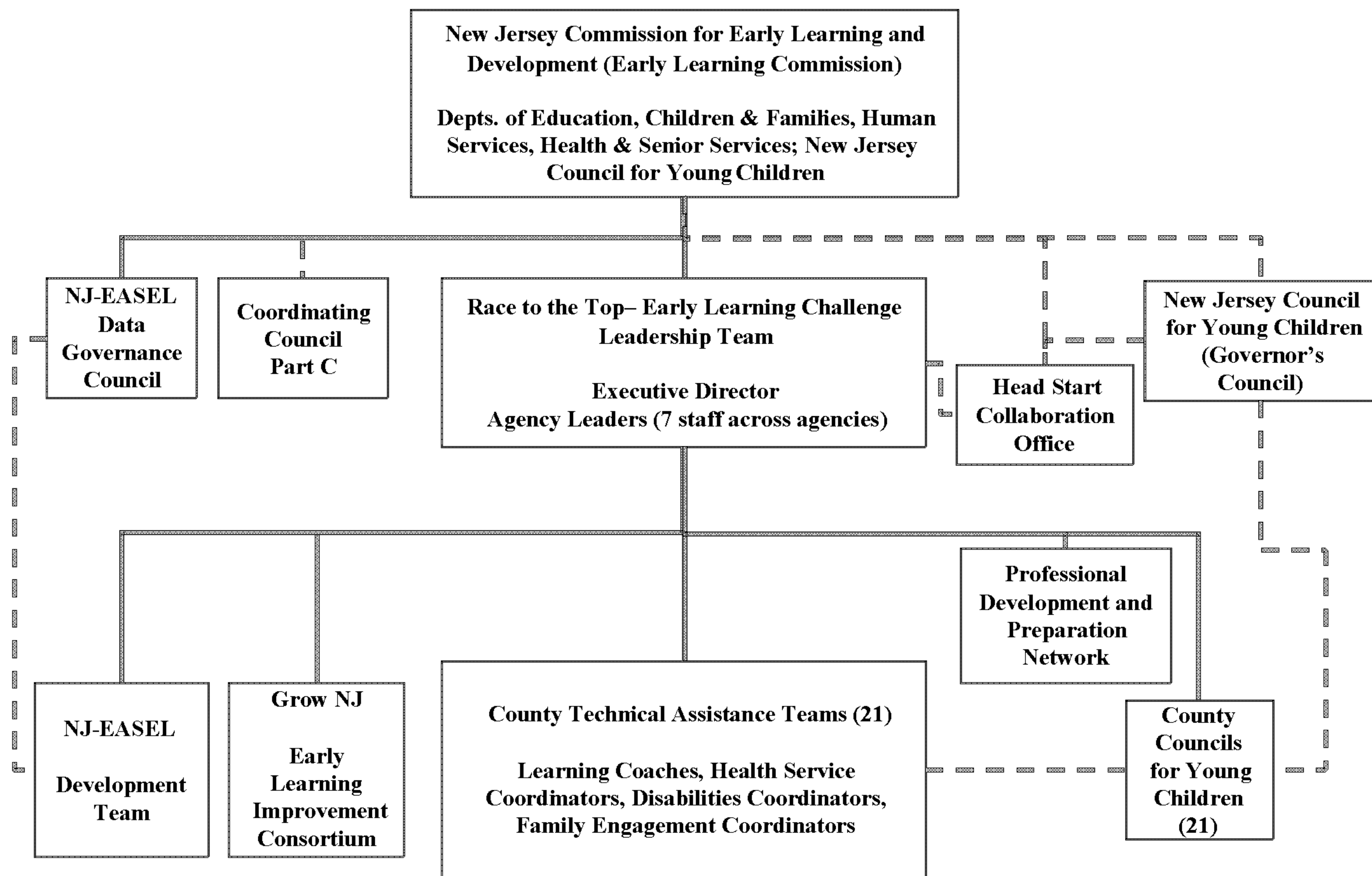
Specifically, New Jersey will:

1. Unite leaders and ensure effective governance through the Early Learning Commission;
2. Build a strong interagency RTT-ELC Leadership Team to drive high-quality State Plan implementation; and
3. Continue to engage stakeholders and communities through the New Jersey Council for Young Children (Governor's Council), the Coordinating Council Part C, and newly established County Councils for Young Children.

Taken together, these actions will transform the way participating state agencies and stakeholders in New Jersey work together to improve early learning and development for children with high needs.

(A)(3)(a) Governance Structure for Participating State Agencies

Governance and organizational structure



Synopsis

The Early Learning Commission and Race to the Top – Early Learning Challenge Leadership Team (RTT-ELC) will oversee implementation of the State Plan and align and coordinate early learning and development within the state. The Commissioner of Education will appoint the RTT-ELC Executive Director who will oversee daily administration of the State Plan and grant funds. The Executive Director will be supported by seven Agency Leaders who will manage the State Plan projects and the work groups. Each work group – County Technical Assistance Teams, NJ-EASEL Development Team, Early Learning Improvement Consortium, and Professional Development and Preparation Network – will designate a leader responsible for high-quality implementation and tracking of performance targets. Stakeholder groups – the County Councils for Young Children, the Governor’s Council, Coordinating Council for Part C, and Head Start Collaboration Office – will provide regular feedback to the RTT-ELC Leadership

Team and to the Early Learning Commission. In many cases, stakeholder groups will also participate in State Plan activities. See Table (A)(3)-1 for a list of governance-related roles and responsibilities.

New Jersey Commission for Early Learning and Development (Early Learning Commission)

New Jersey's chosen governance structure reflects a strong commitment from the Governor and cabinet-level leaders to build systems that will facilitate coordination and collaboration during and after the grant period. By Executive Order, the Early Learning Commission, led by the Commissioner of Education has been appointed to: (1) review existing programs and budgets across the Departments of Education, Children and Families, Health and Senior Services, and Human Services to consider ways to optimize coordination of those services and funding; (2) identify ways to promote New Jersey's Quality Rating Improvement System, Grow NJ, in order to provide parents with meaningful information on the quality of early learning and development programs throughout the State; (3) enhance supports across all domains of learning and development for early childhood educators by developing and disseminating best practices and training modules; (4) coordinate social, health, and family supports for children with high needs enrolled in early learning and development programs including, to the extent permitted by Federal and State law, integrating data systems maintained by the Departments of Education, Children and Families, Health and Senior Services, and Human Services; and (5) regularly consult with the New Jersey Council for Young Children and the Coordinating Council for Part C of IDEA as each task is carried out (see Attachment 17).

The Race to the Top – Early Learning Challenge Leadership Team

The Early Learning Commission will be supported by the Race to the Top - Early Learning Challenge Leadership Team (See Attachment 18, Job Descriptions for Race to the Top Leadership Team). The Leadership Team will be led by an Executive Director within the Department of Education who will report to the Commissioner of Education. The Executive Director will coordinate seven Agency Leaders (four DOE Leaders and one Leader each from DHS, DCF, and DHSS) who will report to their respective agencies, but work together in one location as a team. Interagency leadership will improve coordination across agencies as staff work together on a daily basis to implement the State Plan. The Leadership Team's key

responsibilities will include: (1) providing the Early Learning Commission with information to make data-driven decisions, including bi-monthly progress reports on State Plan budget and implementation; (2) monitoring grant funds; (3) providing project management support for key grant initiatives; and (4) overseeing staff working to implement the State Plan and providing content training and resources to the County Technical Assistance Teams. The Leadership Team will be the key lever for ensuring high-quality, timely implementation of the State Plan.

NJ-EASEL Data Governance Council and Development Team

The NJ-EASEL initiative, led by the Department of Education with the support of the Office of Information Technology, will integrate data from multiple sources and agencies to provide analysis and tools to improve early learning and development programs statewide (see (E)(2)), to the maximum extent allowable under federal and state law. The initiative will be advised by a Data Governance Council which will include representation from each participating state agency (excluding the Head Start Collaboration Office). The Data Governance Council will develop policies, resolve issues, encourage participation in NJ-EASEL, promote the program, ensure appropriate data oversight, and provide feedback on project plans and deliverables created by the NJ-EASEL Development Team. The Development Team staff will be responsible for the day-to-day work of integrating data systems, and will report to the RTT-ELC Leadership Team. Both the Data Governance Council and the Development Team will designate a leader responsible for reporting and ensuring high-quality implementation.

Early Learning Improvement Consortium (University Consortium)

The Early Learning Improvement Consortium of New Jersey public universities and colleges will designate a leader who will be responsible for coordinating and shepherding the work of all participating universities and colleges (See (B)(3)). The leader of the University Consortium will report to the RTT-ELC Executive Director.

County Technical Assistance Teams

The County Technical Assistance Teams, comprised of Learning Coaches, a Health Service Coordinator, a birth to five Disabilities Coordinator, and a Family Engagement Coordinator, will provide direct coaching and assistance to programs participating in Grow NJ (See (B)(4)). Each Team will appoint a Team Leader who will be held accountable for the Team's success in

meeting its defined performance targets. Each Agency Leader on the RTT-ELC Leadership Team will coordinate three County Technical Assistance Teams in the 21 counties and provide support to Teams as they work to meet their goals.

Professional Development and Preparation Network

In order to increase engagement with professional development providers and those in higher education to ensure that their coursework and curricula fully incorporate the *NJ Core Knowledge and Competencies Framework*, New Jersey will create a Professional Development and Preparation Network that will take the form of shared online resources and regular regional meetings with all professional development and preparation providers (See (D)(1)). This network will be led by the Governor's Council workforce subcommittee. An Agency Leader will provide project management support and ensure coordination with other RTT-ELC activities.

Involving stakeholders

County-level Councils for Young Children

Newly established county-level Councils for Young Children will serve the critical role of engaging the community to help shape the implementation of the grant (see (C)(4)). The County Councils will be charged with publicizing Grow NJ, engaging local stakeholders, and sharing regular feedback with the Governor's Council and County Technical Assistance Teams on the extent to which Grow NJ works for families. Composition of county-level Councils will include local representatives from businesses, Head Start/Early Head Start, child care resource and referral agencies, local libraries and other relevant organizations, with at least 51 percent representation from families. Family Engagement Coordinators serving on the County Technical Assistance Teams will be responsible for launching the County Councils and will serve an ongoing liaison role between the County Councils and the Technical Assistance Teams. The County Councils will each appoint a leader who will report to the County Council Project Director. The Project Director will provide daily support to the County Councils and ensure coordination and collaboration with the Governor's Council.

The New Jersey Council for Young Children (Governor's Council)

The Chair of the New Jersey Council for Young Children serves on the Early Learning Commission. The relationship between the Early Learning Commission and the Governor's

Council will be collaborative and promote two-way communication. The Governor's Council will continue to fulfill its role as an advisory body, engaging stakeholders such as Head Start, school districts, early childhood associations, higher education, and child abuse prevention organizations to make recommendations to the Governor on comprehensive, high-quality early learning development and implementation. The Governor's Council will develop channels for regular communication with the County Councils, and will be expected to share County Council feedback with the Early Learning Commission and the Governor through the Chair. Finally, the Governor's Council will support several State Plan projects, including the Professional Development and Preparation Network.

Coordinating Council for Part C of IDEA

Likewise, the Coordinating Council for Part C of IDEA will continue to advise both the Governor's Council and the Early Learning Commission on systems designed to improve access to high-quality early care and education settings for infants and toddlers with disabilities. The Coordinating Council for Part C will also partner on specific RTT-ELC goals connected with the State's Early Intervention System.

Head Start Collaboration Office

Head Start will be a critical partner in the implementation of Grow NJ. The Head Start Collaboration Office will continue to work with Head Start agencies and the Governor's Council to ensure that Grow NJ meets Head Start's needs.

Decision Making

The Early Learning Commission will follow the clear directives contained in the Executive Order pursuant to which it was created. The Executive Order requires monthly meetings that focus on progress of the grant activities, reports from the NJ Council for Young Children, and program and funding alignment. Decisions will be made by consensus. The Commission will adopt a protocol for handling any disputes that may arise.

Operational plan decisions will be made by the RTT-ELC Executive Director in consultation with Agency Leaders. Working with direct reports from the NJ-EASEL Development Team, the Early Learning Improvement Consortium, the County Technical Assistance Teams, and the County Councils, the RTT-ELC Executive Director will make decisions about allocation of grant

resources based on a comprehensive review and analysis of data and progress toward meeting State Plan goals. Recommendations from the Governor's Council, the Head Start Collaboration Office, and the Coordinating Council for Part C will also inform decision-making as applicable.

(A)(3)(b) Commitment from Participating State Agencies to the State Plan and Governance

The MOUs with each participating state agency establish the terms and conditions of a coordinated and comprehensive early learning system in New Jersey (see Attachments 1 through 6). Each participating state agency has earmarked existing funds toward the RTT-ELC grant (see Section (A)(4)(b) Budget Part II - Narrative). Financial commitments from each Participating State Agency represent not just a commitment to the State Plan, but also, and more broadly, to coordinating and streamlining service delivery across agencies in order to serve children with high needs more effectively and efficiently.

Each participating state agency has submitted detailed "Scope of Work" agreements that describe roles and responsibilities in implementing the State Plan. For a more thorough description of each MOU, see Attachments 1 through 6 for Scopes of Work.

(A)(3)(c) Commitment from Stakeholders to the State Plan

There is a broad spectrum of stakeholders statewide committed to the State Plan as evidenced by the 80 letters of support or intent submitted with this grant application. New Jersey has a long history as a national leader in the field of early childhood education as a result of a strong collaboration between school districts, Head Start and child care centers in the State Preschool Program. New Jersey will continue to engage organizations and associations such as the: Coalition for Infant Toddler Educators to assist in the promotion of New Jersey's Infant/Toddler Credential; Child Care Resource and Referral Agencies to provide technical assistance and training; Professional Impact New Jersey to coordinate the Workforce Registry; foundations to provide financial incentives critical to sustainability efforts; the Statewide Parent Advocacy Network to develop parent leadership training and; public two-and-four year institutions to participate in the ratings consortium and offer early childhood credit hours tied to Grow NJ training. Stakeholders will provide regular feedback on State Plan implementation to the Governor's Council, County Councils, and the Early Learning Commission. See Table (A)(3)-2

for a list of Early Learning Intermediary Organizations who have submitted letters of support or intent. Letters are provided in Attachment 19.

Action Plan

Project 1: Establish strong governance and organizational structure to drive high-quality State Plan implementation.		
<i>Selection Criteria: (A)(3)</i>		
<i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
By Executive Order, establish the Commission for Early Learning and Development	10/2011	Governor of New Jersey
Establish protocols and calendar of meetings	12/2011	Early Learning Commission
Revise and approve final participating state agency Scopes of Work, budgets, and Memoranda of Understanding	1/ 2012	Early Learning Commission, Executive Director
Report to Governor on State Plan and budget	1/ 2012	Early Learning Commission, Executive Director
Convene funding community to confirm financial commitments	1/ 2012	Early Learning Commission, Executive Director
Appoint RTT-ELC Agency Leaders (7)	1/ 2012	Executive Director and agencies
Distribute roles of Agency Leaders on RTT-ELC Leadership Team: <ul style="list-style-type: none"> ▪ Assign ownership for County TA Teams (3 counties per Leader) ▪ Professional Development leadership areas (e.g., disabilities, health, family engagement) ▪ Leaders for Early Learning Improvement Consortium, Professional Development and Preparation Network, kindergarten entry assessment, and data initiatives 	1/ 2012	RTT-ELC Executive Director
Assess further opportunities to align and coordinate state systems; set calendar for policy reviews and assign work	2/ 2012	Early Learning Commission
Provide State Plan progress and budget update to Early Learning Commission	2/ 2012 (ongoing)	Executive Director
Convene stakeholders (e.g., Governor's Council, State Parent Advocacy Network) to confirm roles and responsibilities for participation in State Plan	2/ 2012 (ongoing)	Early Learning Commission and Leadership Team

Hold regular meetings to oversee State Plan implementation and promote coordination (bi-monthly during initial phase, quarterly once programs and processes well-established)	4/2012 (ongoing)	Early Learning Commission, RTT-ELC Executive Director
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Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Department of Education	<p>Serve as Lead Agency for Grant</p> <p>Chair of Commission for Early Learning and Development</p> <p>Lead the NJ-EASEL initiative with support from Participating State Agencies and the Office of Information Technology</p> <p>Participate in the NJ-EASEL Data Governance Council</p> <p>House RTT-ELC Leadership Team and oversee four Agency Leaders on RTT-ELC Leadership Team</p> <p>In addition to project management, Agency Leaders will oversee selected Learning Coaches, Disabilities Coordinators, and selected County TA Teams</p> <p>Finalize and carry out agreements with universities to promote advancement of competencies and increase access to training</p> <p>Oversee the electronic database development of Grow NJ</p> <p>Co-organize the Grow NJ state rating and consortium with DCF</p> <p>Issue RFP for the Grow NJ validation study and manage contract/MOU</p> <p>Oversee the criterion-referenced assessment implementation in kindergarten</p> <p>Support the connection of databases by Office of</p>

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
	Information Technology, including NJ SMART
Department of Human Services – Division of Family Development	<p>Member of Commission for Early Learning and Development</p> <p>Participate in the NJ-EASEL Data Governance Council</p> <p>Oversee Agency Leader serving on RTT-ELC Leadership Team that will coordinate selected TA Team staff in counties (Learning Coaches, Family Engagement Coordinators)</p> <p>Provide family workers to serve as Family Engagement Coordinators on county Technical Assistance teams and to launch and support County Councils</p> <p>Oversee tiered reimbursement and program improvement funding programs</p> <p>Partner with Child Care Resource and Referral Agencies to include housing of Grow NJ Technical Assistance teams</p> <p>Connect relevant databases</p>
Department of Children and Families	<p>Member of Commission for Early Learning and Development</p> <p>Participate in the NJ-EASEL Data Governance Council</p> <p>Provide Agency Leader to serve on RTT-ELC Leadership Team and to oversee County TA Teams, County Council Project Director, and County Council administrative assistant</p> <p>Co-organize the Grow NJ state rating consortium with DOE</p> <p>Connect the state Licensing database to relevant early childhood databases</p>
Department of Health and Senior	Member of Commission for Early Learning and

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
Services	<p>Development</p> <p>Participate in the NJ-EASEL Data Governance Council</p> <p>Oversee Agency Leader serving on RTT-ELC Leadership Team and coordinating selected TA Team staff in counties and Health Service Coordinators</p> <p>Administer funds to support county-level Health Service Coordinators</p> <p>Connect the Early Intervention database to relevant early childhood databases</p>
Head Start Collaboration Office	<p>Continue to serve on the Governor’s Council and inform the Commission for Early Learning and Development</p> <p>Encourage Head Start Family Service staff, Disabilities Coordinators and Learning Coaches to participate in Grow NJ module training and other programming</p> <p>Assist in the launch of County Councils for Young Children; provide ongoing support to Councils</p>
State Advisory Council on Early Childhood Education and Care (New Jersey Council for Young Children – Governor’s Council)	<p>Member of the Commission for Early Learning and Development</p> <p>Inform policy recommendations to the Commission for Early Learning and Development</p> <p>Participate in the NJ-EASEL Data Governance Council and provide funding for data system integration</p> <p>Represent a broad spectrum of stakeholders in early care and education</p> <p>Promote linkages with the County-level Councils through funding and two-way communication systems</p>
Other Entities	

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
State Interagency Coordinating Council for Part C of IDEA	Make policy recommendations to the Commission for Early Learning and Development Participate in Commission business, as needed, and provide feedback to Commission and RTT-ELC Leadership Team on regular basis
Early Learning Improvement University Consortium – ELIC	Participate on the comprehensive assessment steering committee

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
School Districts	
Camden City School District	Y
Freehold Borough School District	Y
Little Egg Harbor Township School District	Y
Mercer County Special Services School District	Y
Neptune School District	Y
Office of Catholic Schools	Y
New Brunswick School District	Y
Passaic City School District	Y
Red Bank School District	Y
Salem County School District	Y
Union City School District	Y
Woodbine School District Early Childhood Dept	Y
Woodbine School District	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Institutions of Higher Education	
Kean University, Professional Impact NJ	Y
Montclair University	Y
Rider University	Y
Rutgers, The State University	Y
Salem County College	Y
The College of New Jersey	Y
Thomas Edison State College	Y
William Paterson University	Y
Child Care Providers	
Egenholf	Y
La Casa de Don Pedro	Y
Mi Casita Day Care Center	Y
Sarah Ward Nursery (2)	Y
St. Ann's Daycare (4)	Y
Community Based Organizations	
Advocates for Children of NJ	Y
Catholic Charities	Y
Prevent Child Abuse-NJ	Y
Generations United	Y
Professional Impact NJ Advisory Board	Y
Programs for Parents	Y
Statewide Parents Advocacy Network	Y
Foundations	

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Healthcare Foundation of NJ	Y
Henry & Marilyn Taub Foundation	Y
Nicholson Foundation	Y
Schumann Fund	Y
Head Start	
Gateway Head Start	Y
Lakewood Head Start	Y
NJ Head Start Association	Y
North Hudson Head Start	Y
North West NJ Community Action Program	Y
Ocean, Inc.	Y
Health Care	
Children's Hospital of Philadelphia (CHOP), Child Evaluation Center	Y
Jersey Medical Center	Y
Newark Beth Israel Medical Centers	Y
Southern NJ Perinatal Cooperative	Y
Professional Associations	
American Academy of Pediatrics	Y
Coalition for Infant Toddler Educators (CITE)	Y
Early Care & Education Alliance	Y
Monday Morning, Inc	Y
NJ Association for the Education of Young Children	Y
NJ Association of Child Care Resource and Referral	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
NJ Association of Early Childhood Teacher Educators	Y
NJ Coalition of Inclusive Education Advisory Board	Y
New Jersey Council of County Colleges	Y
NJ Early Care and Education Alliance	Y
NJ Family Child Care Providers Association	Y
NJ Parent Teacher Association	Y
NJ School Boards Association	Y
New Jersey State Interagency Coordinating Council	Y
State Special Education Advisory Council	Y
Southern Regional Child Care Resource Center, Educational Information and Resource Center	Y
Other	
Educational Testing Service (ETS)	Y
New Jersey Council for Young Children	Y
NJ State Board of Education	Y
NJ State Library	Y
Parents	
Nia Hall	Y
Garima Jain	Y
Geraldine Moore	Y
Jeannette Mejias	Y
Yolanda Quintero (The Winning Angels)	Y
Kim and Kyle Rivers	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Terrell Soto	Y
Henry Tejada	Y

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the

State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

(A)(4) Developing a budget to implement and sustain the work of this grant.

(A)(4)(a) Existing Funds and the State Plan

The development of the State Plan created a unique opportunity for participating state agencies to think more broadly about how each agency currently serves New Jersey's children with high needs and how increased collaboration between agencies would not only improve the quality of services provided but also streamline the delivery of those services and reduce inefficiencies. As the participating agencies united around the State Plan, existing funding and priorities were examined to determine what current resources could be better used to improve access to high-quality early learning experiences. Together, the agencies identified areas of overlap where existing resources could be redirected to support the goals in the State Plan, so that existing state and federal funds could be used more efficiently, enabling the state to use RTT-ELC grant funds more effectively. Investments of existing funds and decisions about how to allocate grant funds represent New Jersey's belief that the single most important lever for improving program quality and outcomes for children with high needs is the professional development, training, and direct support provided to early learning and development programs.

Realignment of Existing Resources

The participating state agencies have identified several opportunities to realign resources to support the State Plan:

- One area of opportunity for realignment is in staffing needed to implement the State Plan. Over the course of the grant period, approximately 127 County Technical Assistance (TA) Team members are needed to provide site-level coaching to elevate quality in early learning and development programs. The participating state agencies have identified the following staff who will be trained to provide this coaching: 29 Learning Coaches in the state's Child Care Resource and Referral Agencies (CCR&Rs), funded by the DHS; 15 Disabilities Coordinators in the DOE's county offices, funded through IDEA; and 21 Family Engagement Coordinators, funded by the DHS. While additional staff will be needed on these County TA Teams in order to reach the degree of site-level interaction the State Plan requires, the realignment of these existing staff will significantly reduce the number of new staff required to meet the state's goals. During the grant period,

additional staff will be supported through RTT-ELC grant funds while after the grant period, additional staff will be supported through new state funds (subject to appropriation). Finally, in the area of staffing, each agency has identified a staff member with strong leadership and project implementation skills to serve as a member of the RTT-ELC leadership team. The team will oversee implementation of the State Plan and provide oversight and support to the County TA Teams.

- Intersecting goals of the Governor's NJ Council for Young Children (Governor's Council), the State's Office of Information Technology (OIT), the Department of Education's State Longitudinal Data System (NJ SMART), the Department of Human Service's NJ Registry for Childhood Professionals, and the Department of Children and Families' Office of Licensing create a second opportunity to realign resources. One of the primary goals of the Governor's Council is to support the integration of state early learning and development data systems to better track children's outcomes and evaluate the effectiveness of structures currently in place to serve children with high needs in New Jersey. The Governor's Council Data Committee, which includes representatives from each of the participating state agencies, was able to identify work already in progress to integrate multiple data systems involving programs funded by Temporary Assistance for Needy Families (TANF), Child Care and Development Funds (CCDF) and Medicaid, as well as work already in progress to pinpoint overlaps in the state's other early learning and development data systems. While the Departments of Education, Children and Families, and Human Services have all committed to maintaining and expanding their respective data systems (through existing state and federal funds), the Governor's Council has committed \$700,000 to support OIT's efforts to link these existing data systems together with the Grow NJ rating system in the NJ-EASEL initiative.
- Opportunities for repurposing existing CCDF funds will also be captured. A major priority of the State Plan is to expand participation in the Grow NJ system by providing incentives to family and childcare programs. Through the repurposing of \$500,000 of CCDF funds, programs participating in Grow NJ will receive incentives in the form of higher education scholarships for teaching assistants. These scholarships, along with

other incentives, will help early learning and development sites to move through the Steps of Grow NJ.

- Another area of overlap is between the State Plan to evaluate the Grow NJ system and current evaluations of the State Preschool Program. Approximately \$300,000 in existing state Early Childhood Education funds, currently budgeted to evaluate the State Preschool Program, will be repurposed, along with RTT-ELC grant funds, to conduct a validation study of the Grow NJ rating system. The Grow NJ validation study will replace the annual program quality evaluation conducted on the State Preschool Program. The Grow NJ validation study will be conducted annually during the six-year roll-out of the system, and then bi-annually going forward.
- A final opportunity for realignment of funds was identified between strategies for family engagement in the State Plan and other recent efforts to involve families in early learning and development programs throughout the state. The DHS has committed \$1.5 million in CCDF quality improvement funds, already used for parent involvement, to be repurposed to launch a campaign to inform families about the Grow NJ rating system and ensure that families know how to access information through the system's online family portal. The Department of Children and Families has also committed a total of \$119,000 in Community-Based Child Abuse Prevention (CBCAP) funds to support a director and assistant who will coordinate a Council for Young Children in each county. In coordinating the Councils, the director will ensure that each Council has ample representation from families in the county (at least 51 percent of total membership). Finally, the DHSS has committed to continue funding a grant that operates a parent-based network for health advocacy information and support. Together, these efforts will elevate the level of outreach to families with children in early learning and development programs.

Contributions of Existing Funding

In Year 1 alone, over \$12.5 million in existing state and federal funds will be used to support the State Plan. This total amount includes repurposed funding, redirected staff and in-kind contributions of existing staff time and resources. See Table (A)(4)-1 for a list of federal, state

and private funds to be used to achieve the outcomes in the State's Plan. Each participating state agency has identified specific areas in which resources will be directed towards the implementation of the State Plan, subject to appropriation, as described below.

The Department of Education

The DOE plans to use almost \$1.9 million in IDEA funds towards the implementation of the State Plan. This includes \$158,000 in funds for classroom ratings, over \$1.7 million in funds for child study team supervisors who will work on the County TA Teams, and approximately \$115,000 in funds for a member of the RTT-ELC leadership team. Title I funds of approximately \$115,000 will be used to support a second member of the RTT-ELC leadership team. The DOE will also contribute \$300,000 in existing state Early Childhood Education funds for an evaluation of the Grow NJ system. Lastly, the DOE will commit to maintaining the level of funding for both the State Preschool Program and the DOE's other State-funded preschool programs. New Jersey spent a total of \$621 million, in 2012 (FY2012 Appropriations Act) on high-quality preschool programs for children with high needs.

The Department of Children and Families

The DCF plans to redirect \$298,041 in CBCAP funds for the implementation of the State Plan. CBCAP funds will support a DCF representative on the RTT-ELC Leadership Team as well as the time and resources of existing staff to develop modules for the Disabilities Coordinators and Family Engagement Coordinators. These CBCAP funds will also support a County Council Project Director and administrative staff person to oversee the County Councils for Young Children.

The Department of Human Services

The DHS plans to redirect a significant portion of CCDF quality set aside funds for the implementation of the State Plan. The DHS will use approximately \$1.6 million in CCDF funds to support 29 existing Learning Coaches working in the Child Care Resource and Referral Agencies. The DHS will also continue to fund existing family worker supervisors who will take on the role of Family Engagement Coordinators on the County TA Teams, at an annual cost of about \$1.2 million.

In order to encourage participation in Grow NJ, the DHS will redirect \$2 million in CCDF quality set aside funds over the course of the grant period for incentives in the form of scholarship opportunities for teaching assistants. Each year of the grant period, \$500,000 will be directed toward \$1,000 scholarships to help teaching assistants obtain early childhood credentials. Bolstering this facet of the early learning and development workforce is expected to have a direct impact on the quality of early learning and development programs throughout the state.

As rating information is entered into the Grow NJ data rating system, the DHS will also use CCDF quality set aside funds in the annual amount of \$1.5 million (or \$6 million over the course of the grant period) to launch a public relations campaign about Grow NJ. The campaign will ensure that families are aware of the Grow NJ system, know how to access the parent/public portal, and are familiar with the kinds of information they can access via the system.

Finally, the DHS will maintain funding to operate the NJ Registry for Childhood Professionals, at an estimated annual cost of \$990,000 (while also using RTT-ELC grant funds to encourage new registrants).

The Department of Health and Senior Services

In support of the State Plan, the DHSS will continue to use almost \$3 million of state and federal funds to support 21 Case Management Teams throughout the state. Each Case Management Team is staffed by registered nurses, social workers, and parents of children with special health care needs who connect families with community-based care, develop individualized family service plans, and provide family support through periodic monitoring. These Case Management Teams will work with the Disabilities Coordinators and Family Engagement Coordinators on the County TA Teams to ensure that families of children with special needs, birth to five, have information about services available to them. The DHSS will also continue to fund a health service grant of almost \$200,000 for the state's Parent Training Institute, operated through the Statewide Parent Advocacy Network (SPAN). This initiative enables families of children identified by county Case Management Teams to be connected to information and supports within the county. As such, the Case Management Teams, SPAN, and the County TA Teams will work together to meet the unique needs of children in each of the state's 21 counties.

(A)(4)(c) Sustaining the Work of the Grant

The process of building the State Plan has facilitated unprecedented dialogue among state agencies about how New Jersey supports early learning and development programs, particularly those serving children with high needs. The result of this dialogue is a renewed and resolute commitment to the unification of services for New Jersey's youngest and most at-risk children. The evidence of this lies in the MOU's between the Department of Education and every other participating state agency, indicating not only the commitment of existing state and federal funds for the State Plan, but also the dedication of new state funds (subject to appropriation) to ensure that the mission of the State Plan is sustained into the future. By virtue of this post-grant commitment, New Jersey expects to maintain and grow the number and percentage of children with high needs served in high-quality early learning and development programs after 2015.

As stated above, in developing the budget for the State Plan, the participating state agencies made every effort to identify resources that could be repurposed or redirected to meet the goals addressed in the Plan. As a result, the number of new state dollars required to sustain the plan following expiration of the grant is comparatively low. By taking on many of the on-going costs during the grant period and appropriately anticipating costs that will increase over time, the State Plan demonstrates New Jersey's strong desire to sustain the work of the State Plan well beyond the grant period.

Along these lines, while many of the costs associated with the State's Plan will increase over time, there are many costs that will significantly decrease. During the RTT-ELC grant period, and throughout the six-year rollout of Grow NJ, the number of people needing new training is substantial. However, this need will decrease once initial training is received. For example, the training of County TA Team members will become less intensive over time, as the Coordinators and Coaches hone their skills in their respective areas of expertise. Also, the number of early learning educators in individual programs will largely decrease after the rollout, leaving only new staff needing the intensive (and more costly) initial training. Existing staff will need only supplemental training to ensure effectiveness and learn new skills.

However, perhaps the strongest indication of New Jersey's commitment to sustain the work of the State Plan lies in the Executive Order signed by the Governor. The Executive Order

establishes a New Jersey Commission for Early Learning and Development, encompassing cabinet-level leaders from each of the participating state agencies and setting a clear mandate for the alignment of early learning and development programs throughout the state. These leaders are charged with evaluating their programs and policies to determine the best way in which to coordinate programs, budgets, and the delivery of services to ensure that, in New Jersey, the number of high-quality early learning and development programs continues to grow. The Commission will exist, by virtue of the Executive Order, regardless of the outcome of the RTT-ELC grant competition, and is scheduled to have its first meeting in mid-November 2011.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
IDEA	\$1,935,000	\$1,973,000	\$2,013,174	\$2,053,437	\$7,974,611
Title I	\$115,000	\$117,300	\$119,646	\$122,039	\$124,480
Early Childhood Education	\$300,000	\$306,000	\$312,120	\$318,362	\$1,236,482
CBCAP	\$298,000	\$303,960	\$310,039	\$316,240	\$1,228,239
CCDF	\$5,778,000	\$5,893,560	\$6,011,431	\$6,131,660	\$23,814,651
DHSS	\$3,200,000	\$3,264,000	\$3,329,280	\$3,395,866	\$13,189,146
Governor's NJ Council for Young Children	\$700,000	\$0	\$0	\$0	\$0
Head Start Collaboration Office	\$175,000	\$175,000	\$175,000	\$175,000	\$175,000
<i>Where applicable, future fiscal year amounts are estimated based on an approximate two percent increase per year and are subject to future appropriation.</i>					

.....

(B) High-Quality, Accountable Programs

.....

- Grow NJ, New Jersey's Quality Improvement Rating System, leverages the lessons learned from the Build NJ QRIS pilots, the successful model of quality improvement carried out by the State Preschool Program, and existing cross-program standards and practices.
- Grow NJ will improve overall program quality and increase participation in high-quality programs by including all service delivery settings, providing comprehensive technical assistance and training, creating meaningful incentives for participation, and incorporating authentic family feedback.
- A rigorous design for rating the programs and for validating the effectiveness of Grow NJ will allow for meaningful differentiation of program quality, enabling families to make informed child care decisions.
- Technical assistance and training will advance participation in Grow NJ and promote continuous workforce quality improvement.

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its participating state agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards¹⁶ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included

¹⁶ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense.

Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.0¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
 - Documentation of how the tiers meaningfully differentiate levels of quality.

Narrative Section (B)(1) Developing and Adopting a Tiered Quality Rating and Improvement System

History of Grow NJ

New Jersey's Quality Rating Improvement System (QRIS), Grow NJ, was first designed by the New Jersey BUILD Initiative, which began work in 2005. This group, comprised of a broad group of public and private early childhood system stakeholders, created a blueprint for early childhood systems development. Among the goals articulated by the *Build Blueprint* (Build Initiative 2006) was to strengthen early learning and development programs by building on the existing State Preschool Program standards to create a QRIS. Through the work of a BUILD subcommittee, a QRIS was developed that incorporated the *Preschool Teaching and Learning Standards* (Attachment 11) and *New Jersey Preschool Program Implementation Guidelines* (Attachment 20) from the Department of Education, Strengthening Families through Early Care and Education, National Association for the Education of Young Children (NAEYC) accreditation, NAEYC's Cultural Competence Checklist, Recognition and Response, and Head Start Performance Standards, laid out in a tiered system that would provide an improvement roadmap for early learning and development programs. Using private funding, the resulting five-step scale was piloted in six centers in the cities of Trenton and Camden and four centers in the city of Newark (see Attachment 21, *Build the Future: Creating a Roadmap for Success: The Need for a Quality Rating and Improvement System in New Jersey*).

Building on the results of the pilot, the Program Improvement subcommittee of the Governor's Council continued construction of the statewide QRIS by tapping into the Council's newly created formal relationships with state agencies and critical stakeholders to better integrate the common standards. The final product builds on the experience of each entity to form a system that improves the quality of early learning and development programs across programs and increases the likelihood of positive gains for children with high needs from birth to five. (See Attachment 22, *Grow NJ QRIS for Center-Based and School-Based Programs and Guidelines* and Attachment 23, *Grow NJ QRIS for Family Child Care Programs and Guidelines*).

The Grow NJ tiered QRIS is based on the successful model of quality improvement carried out by the State Preschool Program, the QRIS pilot through BUILD and existing cross-program

standards and practices. The Grow NJ Logic Model provides a visual representation of the system, including the inputs, activities, and outcomes across the grant period and beyond (see Attachment 24, *Grow NJ* Logic Model).

Grow NJ provides a uniform means of addressing the elements of high-quality program implementation, evaluation, improvement, and communication to families and stakeholders about the quality of early experiences in early learning and development programs serving children from birth to five. The instrument is used by center-based providers, Family Child Care, Head Start, Early Head Start and School District Preschool Programs for typically developing children and for children with disabilities and developmental delays.

Grow NJ Main Components
A set of concrete, observable quality standards that apply in all service delivery settings
A process for objectively assessing program quality and maintaining accountability
A system of training and technical assistance to help providers improve quality
Incentives to encourage providers to reach higher levels of quality
A system of ratings and validation
A public mechanism to tell families about Grow NJ and how it can be used when making early care and education decisions

(B)(1)(a) Tiered Program Standards

Grow NJ Tiered Steps and Categories

Grow NJ standards outline key indicators of quality that are presented in six main categories:

- Program and Learning Environment
- Family Engagement
- Health and Safety
- Professional Development
- Personnel
- Business Practices

The standards are expressed in terms of five Steps, which correspond to a particular QRIS rating. The Steps are organized in a series of blocks that outline the indicators for quality within each category. Programs must demonstrate that they can meet *all* of the criteria in *all* of the categories in Step 1 to obtain a Step 1 rating; *all* in Step 1 *and* 2 before qualifying for a Step 2 rating, and so

on in progression. The five Steps are distinguished by program features such as use of curriculum and assessment, and scores on structured classroom observation instruments, features that are linked to positive developmental and educational outcomes for children. The instrument merges the best practices in each category to create a tool that is manageable yet challenging.

Grow NJ's categories are based on a set of state program standards that are embedded into one or more components, listed below.

(1) Early Learning and Development Standards: Grow NJ requires that programs implement the *New Jersey Preschool Teaching and Learning Standards* and the *New Jersey Birth to Three Standards* (Attachments 11 and 9). These standards provide a common framework for developmentally appropriate expectations for each age group of infants, toddlers and preschoolers. Strategies for children with disabilities and English learners are specifically addressed. In addition to being written for early learning educators, administrators, and families, the documents are also written to provide information about child learning and development to other stakeholders in the community and policymakers.

Grow NJ provides expectations that adult-child interaction strategies scaffold children's learning based on the learning and development standards, and that assessment of children's progression through the standards continuum drive instruction. Step 2 requires that the program becomes familiar with the learning standards. In Step 3, a standards-based formative assessment must be used that is aligned to the selected curriculum. At Step 4, the standards-aligned curriculum and assessment are fully implemented as evidenced by fidelity instruments and lesson plans. Finally, at Step 5, the program can demonstrate full implementation of the learning standards through curriculum model certification.

(2) Comprehensive Assessment: Grow NJ includes all four components of a comprehensive assessment system in its Steps. Decisions around the types of screenings, structured classroom observation instruments, and formative assessments to include were gathered from *Early Childhood Assessment: Why, What and How?* (Snow, C.E. and Van Hemel, S.B. ed. 2008), *Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment and Program Evaluation* (Division for Early Childhood of the Council for

Exceptional Children March 2007) and *Early Childhood Curriculum Assessment and Program Evaluation* (joint position statement of NAEYC and NAECS/SDE, November 2003). All four types of assessments are embedded, and sites choose which instruments they are using. Screenings are used to flag potential health, behavioral, and developmental issues; formative assessments inform supports for each child's learning and development; and structured classroom-based measures of environment, interactions, and activities drive changes. With this grant all Grow NJ participants will be offered guidance on the selection of each type of assessment instrument(s) appropriate for their site and program requirements (e.g., Head Start), as well as training on administration and use of the data for the following instruments:

Age Group	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions
Infant & Toddler	Ages & Stages Questionnaires Selected health and behavioral screenings	Gold, Ounce Scale, Infant Toddler Child Observation Record (COR), depending on curriculum	ITERS, FCCRS	Arnett Caregiver Interaction Scale, CLASS or other measure
Preschool	Early Screening Inventory Revised Selected health and behavioral screenings	Work Sampling System (WSS), GOLD, Child Observation Record (COR), depending on curriculum	ECERS-R, Supports for Early Literacy Assessment (SELA), Preschool Classroom Mathematics Inventory (PCMI) or other system	CLASS, PCMI, SELA

(3) Early Childhood Educator Qualifications: Grow NJ includes a sequence of credentialing and professional development in order to better prepare the workforce to comprehensively address the needs of children, birth to five. Indicators regarding director competence, credentials for teaching staff, professional development related to child growth and development, recruitment and retention of staff, and cultural competence are built in to the system. Each of these aligns to the *Workforce Core Knowledge and Competencies Framework* (Attachment 16). Credentials in the Personnel category progress from Step 2, where 33 percent of full-time teaching staff in center-based sites must complete an early childhood degree or credential to 66

percent of full-time teaching staff at a Step 3, and finally, where 100 percent have a CDA or equivalent or greater at Step 4.

(4) Family Engagement Strategies: Grow NJ accentuates family engagement throughout the entire system. As the Steps increase, more substantive engagement strategies are employed. Strategies to support children's development and learning encompass the protective factors from Strengthening Families through Early Care and Education and the Head Start Performance Standards. These strategies include family access to the program; ongoing two-way communication with families; family education in child development; outreach to family members; training and support for families as children move to preschool and kindergarten; social networks of support; linkages with community supports; authentic opportunities for family involvement in decision making; and, family leadership development. See below for an example of the progression for family education related to child development found in Steps 2, 3 and 4.

Step 2 (Item 2.2.3) Teaching staff share information with families about the curriculum, teaching and learning standards, expectations and routines.

Step 3 (Item 3.2.4) The program provides opportunities for families to participate in activities that will support their children's development and learning at home and in school.

Step 4 (Item 4.2.8) Families have opportunities to participate in leadership development, decision-making and are supported to become advocates for their children's learning and development.

(5) Health promotion: Building on the Head Start Performance Standards and the New Jersey Preschool Program Standards (Attachment 20), Grow NJ promotes common requirements in health and safety; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among families. The indicators progress from supplying information to families about health-related resources and services at Step 2, to providing workshops to families and staff on health, safety and nutrition at Step 3, to the provision of training and/or resources to families on a broad variety of topics including mental/behavioral health issues, medication administration, nutrition, oral health, and communicable disease prevention at Step 4.

(6) Effective data practices: While not a separate category, effective data practices are woven throughout the Grow NJ scale and include the tracking of professional development and

advancement, aggregating and interpreting screenings and formative assessments, and interpreting classroom environment and teacher child interaction assessment results to inform program improvement areas. Indicators address data collection and data interpretation as well as decision making in the areas of administration and financial management. Indicators also require that information is readily available to families and/or stakeholders. Data will be captured and made available using a secure online family portal. The portal is linked to a web-based data management system used by the Early Learning Commission and its partners to maintain secure data, ratings, and quality improvements for providers participating in the program.

(B)(1)(b) Standards Differentiate Quality and Reflect Program Excellence

Grow NJ Steps are differentiated beginning with baseline quality set by NJ licensing requirements with subsequent Steps determined by the attainment of quality indicators and scores on structured classroom observation instruments. In addition to being derived from many of the components of New Jersey's own highly effective State Preschool Program and the Head Start Performance Standards, the Grow NJ criteria are based on research on the elements of high-quality early childhood education programs that are associated with positive outcomes for young children (Barnett 2008). These include the role of adult-child interaction, evidence-based curricula, understanding of pedagogy, reflective practice with supervisory support, appropriate assessment, family engagement, sensitivity to cultural differences, and understanding how to support English learners and children with developmental disabilities.

Standards reflecting program quality in the above areas are embedded throughout the Grow NJ scale.

Checks and balances for high-quality implementation are conducted by administering structured observation instruments, curriculum fidelity instruments and accreditation systems. Reliable use of chosen instruments is supported in three ways:

Meeting Children's Particularized Needs

- Integrates NAEYC's Cultural Competence Checklist
- Requires, by indicators on each level, that programs make adaptations and modifications to meet the needs of children with developmental delays as well as those with medical issues
- Includes screening instruments that are differentiated by age group to ensure valid identification of potential issues in physical health, mental health, and/or development
- Incorporates Head Start Performance Standards and Strengthening Families to promote family engagement and child development information

- Regional reliability training for programs serving children with high needs using county-level coaches who are trained to reliability on the instruments. These include Environment Rating Scales (ECERS-R, ITERS-R, and FCCERS-R), and Interaction Scales (CLASS, Arnett);
- Provide training to programs on classroom-based curriculum fidelity instruments (e.g. High Scope's Program Quality Assessment, Creative Curriculum's Implementation Checklist) as part of curriculum training; and
- NAEYC Accreditation, Head Start Performance Standards, and NAFCC Accreditation.

To differentiate quality, each Step of the instrument has a different minimum score on an Environmental Rating Scale. The other instruments required at each step vary according to program type and age group. The structured interaction and environment instruments that are built in Grow NJ and associated scores by step are described below.

Structured Observation Instrument Scores					
	Step 1	Step 2	Step 3	Step 4	Step 5
ECERS-R	License or Approved Plan	3.5	4.5	5.0	5.5
CLASS	No minimum score				
ITERS	License or Approved Plan	3.5	4.5	5.0	5.5
Arnett Caregiver Scale	No minimum score				
FCCRS	License or Approved Plan	3.5	4.5	5.0	5.5

A crosswalk was completed between the Head Start Performance Standards and the previous draft of the QRIS (Mitchell 2011, a report for the Program Improvement subcommittee of the NJCYC) and incorporated into the resulting Grow NJ scale. Programs that demonstrate that they have met all of the Head Start Performance Standards or the State Preschool Program Standards, and have high classroom quality using structured observation instruments, will be automatically able to rate at a higher Step if raters validate the submitted structured observation scores. Other alternate pathways to a Step 5 include Accreditation from the National Association for the Education of Young Children (NAEYC), or Curriculum Site Level Certification or Endorsement from the chosen curriculum developer/trainer. All these alternative pathways are confirmed by rater's scores on the site-appropriate structured observation instrument.

(B)(1)(c) Linkage with State Licensing System

The New Jersey Licensing Regulations (Manual of Requirements for Child Care Centers 2009) serve as the foundation for the set of Grow NJ Standards. In order to meet the first level of the system, the early learning program – center or family child care – must be licensed or registered. Step 1 consists of the required regulatory standards of state licensing and registration for child care overseen by the Department of Children and Families, Office of Licensing. As licensing regulations are not required for all settings, Grow NJ alternative standards were provided for school settings and Family Child Care. In addition, as part of data integration efforts, licensing information will be linked to the Grow NJ Family Portal to provide families with more information as they consider their care and education options.

Addressing Unique Program Needs

- Includes two quality rating instruments, one for family child care settings and a second for center and school-based settings in one system
- Accommodates center-based providers, family child care settings, Early Head Start, Head Start, and programs in school districts
- Offers alternate pathways to the highest level of quality
- Builds in different instruments based on age group

Next Steps for Grow NJ

To meet the needs of the diverse language backgrounds of both families and providers, the Grow NJ materials will be translated into Spanish. Additional translations will be considered. The translation will be complete by December 2011, and will be funded by the Governor's Council. The Early Learning Challenge grant will be used to develop the electronic version of Grow NJ which will be accessed by early learning and development programs, State agencies, Child Care Resource and Referral Agencies and families. Specific activities and timeline are provided below.

Action Plan

Project 6: Launch the Grow NJ data system and Family Portal. <i>Selection Criteria: (B)(1)</i> <i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Consult with NJ-EASEL Data Governance Council and finalize Grow NJ system requirements; release	1/2012	RTT-ELC Executive Director

RFP		
Hire contractor to develop electronic entry and tracking system	3/2012	RTT-ELC Leadership Team (Agency Leader)
Consult with contractor on development of system	3/2012 – 7/2012	Agency Leader, RTT-ELC Executive Director
Develop training materials for staff using system	6/2012 – 7/2012	Agency Leader
Test system before launching for program and staff use	7/2012	Agency Leader
Train County TA Team members and staff at CCR&Rs and Family Success Centers on system	7/2012	RTT-ELC Leadership Team
Launch Grow NJ data system for program and staff use (not family portal)	8/2012	Agency Leader
Develop publicity materials for family portal	6/2012 – 12/2012	Family Engagement Coordinators
Soft launch of family portal to share information on upcoming program ratings	11/ 2012	Family Engagement Coordinators
Once initial ratings are available, launch Grow NJ family portal	12/2012	Agency Leader
Provide link to Grow NJ family portal on relevant state websites	12/2012	Agency Leader
Work with the Child Care Resource and Referral agencies to conduct a public relations campaign to promote family portal	1/2013 (ongoing)	County TA Teams, County Councils
Gather feedback on data system and portal and make adjustments, as necessary	1/2013 (ongoing)	Agency Leader
Produce regular data reports on program progress for Early Learning Commission and Leadership Team review	1/2013 (ongoing)	Agency Leader with Learning Coaches

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Preschool Standards:	X	X	X	X	X	X	X
State Preschool Program							Standards for English learners
Head Start/Early Head Start Performance Standards	X	X	X	X	X	X	X
Program design and management							
*IDEA Part C and Part B: State Preschool Program, local education agencies, child care programs	X Preschool standards	X Formative assessment	X	X	X	X	
Developmental, behavioral and sensory screening referral and follow-up							
Title I: school districts under ESEA		X Screening measures and formative assessment		X			
CCDF: Child Care voucher programs				X	X Health & safety standards for licensed	X	

					centers		
**Quality Rating and Improvement System: center-based child care programs in the pilot	X	X	X	X	X	X	
Strengthening Families: Select child care programs funded by Department of Human Services				X			
<p><i>*In Part B programs, the IEP goals should be supported with the general education curricula that are aligned with the Preschool Standards. In Part C, curriculum may be adopted in place of early learning program standards.</i></p> <p><i>**The QRIS program standards have been piloted in center-based programs that serve birth to three and preschool children. Moving forward with the statewide implementation plan, school districts, Head Start/Early Head Start and family child care programs will now be included using a set of comprehensive, common standards for all programs serving children with high needs.</i></p>							

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
 - (2) Early Head Start and Head Start programs;
 - (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
 - (4) Early Learning and Development Programs funded under Title I of the ESEA;
- and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

Narrative (B)(2) Promoting Participation in the State's Tiered QRIS

New Jersey's mission to provide the best possible early experiences for children with high needs and maximize their learning and development will be achieved through policies, plans and practices that will ensure attainment of two key goals focused on promoting participation:

1. Use Grow NJ to promote progression through a continuum of improvement for early learning and development programs; and
2. Increase access to high-quality programs for children with high needs through a reachable set of targets and timelines.

New Jersey will accomplish its key goals by expanding its tiered Quality Rating and Improvement System, Grow NJ and ensuring increasing participation by school, center-based and family child care for sites serving children with high needs.

(B)(2)(a) Reaching the goal for full participation of publicly funded programs

New Jersey's plan includes policies and accountability measures that will strengthen interagency collaboration and levels of participation. As the lead agency for the RTT-ELC application, the Department of Education (DOE) has developed Memoranda of Understanding (MOU) with all state departments providing services under contract to children with high needs. The DOE will ensure participation of: (1) preschool age children receiving services through state funded preschool located in school district facilities or community based programs, (2) children participating in Head Start and Early Head Start programs, (3) children classified as Preschool Disabled (funded under 619 Part B of IDEA) and receiving services through self-contained classrooms or community based programs and (4) children participating in programs funded by Title I.

Addressing Unique Program Needs

- MOUs with each Department will ensure participation in New Jersey across the age groups birth to five and across settings from center and school-based programs to family child care.
- All age groups, birth to 5 and types of programs (center-based, family child care settings, Early Head Start, Head Start, and programs in school districts) are represented in the targeted programs.

MOU's with Department of Human Services, Department of Children and Families and Department of Health and Senior Services will ensure the participation of programs providing services to: (1) children receiving subsidized tuition support in child care (funded in part through the Child Care and Development Fund), (2) children involved in child protective services participating in child care settings, (3) children with an Individual Family Service Plan (IFSP) participating in Early Intervention Services (funded under Part C of IDEA), and (4) children with medical issues.

(B)(2)(b) Policies and practices to help families afford high-quality care and maximize participation

New Jersey's plan includes policies and practices to increase access, affordability, and the retention of high-quality settings in locations with concentrations of children with high needs families (including children with disabilities or developmental delays, children from low-income homes, English learners, etc.). These include:

- Maintaining subsidy rates to assist families in affording high-quality care and maintaining high-quality programs in areas with high concentrations of high needs children.
- Providing significant county-wide training and technical assistance to Grow NJ programs, that promotes program retention and professionalization of early childhood educators.
- Creating agreements with the Department of Health and Human Services and the Department of Children and Families to serve specific populations of children in neighborhood settings, including children with medical conditions and children with disabilities.

Meeting Children's Particularized Needs

- Medically fragile children and their families will be served through an agreement with a DHSS participating program.
- Children in protective services will be reached through a DHS participating program.
- Family Engagement Coordinators and Health Coordinators will prepare providers to meet all children's needs.

Gaining Participation in Grow NJ

Families

In addition to providing specific training to early learning and development programs on engaging families, Family Engagement Coordinators on each county-based Technical Assistance Team will ensure that families in the community are aware of available services, and of the Grow NJ system. They will be responsible for shepherding families through available services and providing links to essential health and social services related to family's needs. Family Engagement Coordinators will also lead the launch of local County Councils for Young Children, providing a direct forum for family participation and input in the Grow NJ program.

Programs

In addition to training and technical assistance, to encourage early learning and development programs to participate in Grow NJ, enhancement funds tied to program improvement plans, stipends for advancing credentials, and tiered reimbursement for subsidized children will be provided. At each of the five Steps of Grow NJ, providers will be eligible to receive enhancement funds tied to a program implementation plan. Once ratings have been achieved, programs earning a Step 3, 4 or 5 will be eligible to receive an increased subsidy reimbursement: 5 percent for programs earning a rating of 3, 10 percent for programs earning a rating of 4 and 20 percent for programs earning a rating of 5. Higher education incentives will also be provided to promote continuing education for child care providers. Funding assistance will be available for staff to cover a portion of tuition as well as participation in professional development tied to attainment of state or nationally recognized credentials or college credit. Stipends of \$3,000 will be available to program directors and teachers, and stipends of \$1,000 will be available to teaching assistants (see (D)(2)).

(B)(2)(c) Participation Targets

Process for Target Selection

Historically, the Department of Education has used District Factor Groups (DFGs) to categorize the relative socioeconomic status of school districts. This long standing method to identify areas of highest need within the state will be used by Grow NJ. Grow NJ will target programs in school districts with the lowest DFG's (A, B, and CD districts with at least 50 percent of the population eligible for free or reduced lunch). DFGs are defined using the following criteria:

- Percent of adults with no high school diploma;
- Percent of adults with some college education;
- Occupational status;
- Unemployment rate;
- Percent of individuals in poverty; and
- Median family income.

Additionally, family care sites serving at least two subsidized children and center-based sites serving at least five subsidized children birth to five were selected to participate in Grow NJ. Also selected were 71 private schools for children with disabilities birth to five. The number of participating sites by setting, are reflected in **Table (B)(2): Increasing the number and percentage of early learning and development programs participating in the statewide Tiered Quality Rating Improvement System**, and also in more detail in the table below.

Program setting	Sites	Children	Classrooms	% of sites
Family child care	723	2,169	723	27%
State Preschool Program	616	46,700	3,180	23%
Other (e.g., licensed centers serving subsidized children, Schools for Disabled)	1,356	72,456	4,320	50%
TOTAL	2,695	121,325	8,223	100%

Collectively, the 2,695 sites selected for participation in Grow NJ capture 121,325 children, representing over 70 percent of the estimated population of children with high needs birth to five.

Grow NJ Implementation Plan

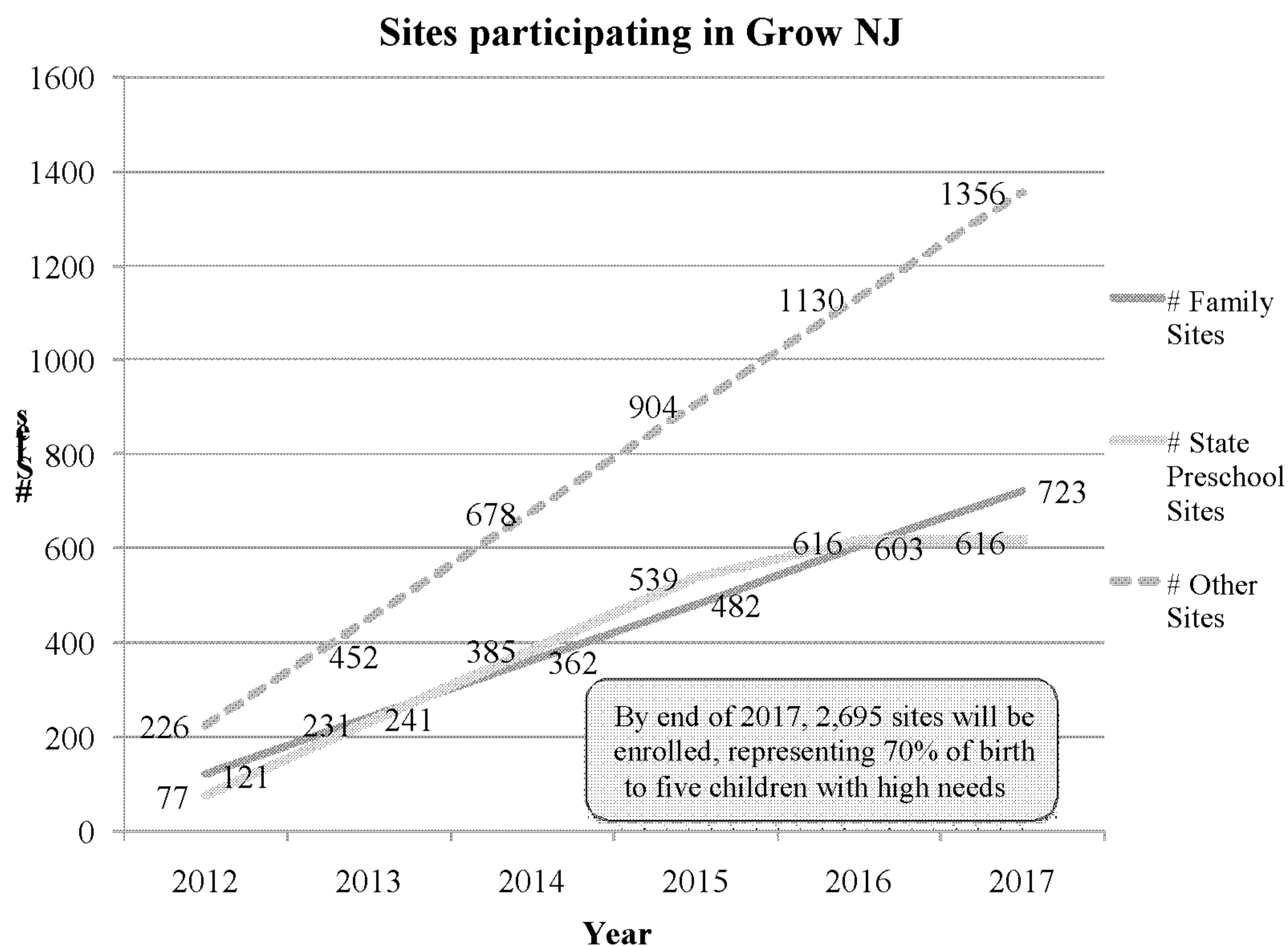
Implementation of Grow NJ will begin in August 2012, with the targets illustrated in the chart below. This will provide adequate time to refine all policies and procedures, complete training for technical assistance team members and rating team members, and provide orientation to families, providers, and schools.

State preschool sites will participate in the Grow NJ QRIS using a 4-year rollout with approximately 154 sites or 795 classrooms enrolled per year. It is anticipated that 100 percent of

these sites will initially earn a rating of a 3, 4, or 5 due to the high-quality standards and accountability measures that have been in place since the implementation of the program.

All other designated sites will participate in a 6-year roll-out, with the expectation that 70 percent of the participants in each cohort will achieve a 1 or a 2, while the remaining 30 percent will achieve a rating of 3, 4, or 5. It is also expected that once a center attains a 3, 4, or 5 rating, that quality Step will be maintained and that site will improve quality and be rated again in three years. A program with a lower initial rating (Step 1 or 2) will warrant more significant quality improvement efforts and a re-visit within two years. It is anticipated that, following the revisit, the majority of programs will improve to the 3, 4, or 5 Steps.

Family child care sites are also on a six-year roll-out – about 121 sites/classrooms per year. Family care will participate in the training opportunities offered to all participating programs but will not receive Technical Assistance Team site visits during the implementation period. Ratings to determine quality Steps will occur on the same schedule as those for the group-based delivery sites.



Performance Targets

As demonstrated in the rollout plan, Grow NJ will realize 65 percent participation, or 1,750 sites, serving children with high needs by the end of the grant period and will extend participation through 2018 for the remaining 35 percent of programs, totaling 2,695 sites serving children with high needs.

Financial Feasibility and Sustainability

Grow NJ has been designed to provide targeted incentives to programs and educators that promote participation, quality and competency improvement, and retention. The State Preschool Program receives sufficient funding in these areas, and is therefore not included in incentive programs (see Section VIII, Budget Part I Narrative, Project 5).

Action Plan

<p>Project 5: Expand Program Participation in Grow NJ and offer tiered reimbursements, high education support, and funding to enhance environments. <i>Selection Criteria: (B)(2)</i> <i>Lead Agency: DOE, DHS, Head Start</i></p>		
Key Activities	Timeline	Responsible Parties
Finalize list of target programs and assign ownership for program recruitment	4/2012	RTT-ELC Leadership Team
Develop and execute comprehensive communications strategy for promoting participation in Grow NJ <ul style="list-style-type: none"> ▪ Materials in all languages for all audiences ▪ Information at CCR&Rs and Family Success Centers ▪ Public meetings, phone banks, canvassing ▪ Targeted mailings 	4/2012 (ongoing)	RTT-ELC Leadership Team, County TA Teams, Governor's Council
Finalize MOUs and contracts involving incentives	4/2012	DHS, DOE
Finalize systems and policies for recruiting and enrolling programs	4/2012	DHS, DOE
Host community orientation program on Grow NJ and benefits of participation	7/2012 (ongoing)	County TA Teams
Enroll programs at local CCR&Rs and online through Grow NJ data system and state websites	7/2012 (ongoing)	County TA Teams
Begin providing incentives, including tiered reimbursements, funding to enhance environments, and funding for teachers, directors and other staff to attain	10/2012 (ongoing)	DHS, DOE

early childhood certification/credentials		
Assess participation levels and adjust recruitment strategies	11/ 2012 (ongoing)	RTT-ELC Leadership Team, County TA Teams
Assess impact of incentives and propose adjustments to Commission, as necessary	8/ 2013 (annual)	RTT-ELC Leadership Team

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i> Sites in all districts that receive state funding for preschool (791 total, 738 included)	791	9	1.1	123	15.5	246	31.1	369	46.6	492	62.2
Other <i>Describe:</i> Preschool sites in other districts identified as high-need (15 identified and included)	15			2	13.3	4	26.7	6	40.0	9	60.0
Other <i>Describe:</i> All other birth-5 settings in districts identified as high-need.	618			103	16.7	206	33.3	309	50.0	412	66.7
Early Head Start and Head Start ¹⁷ (total grantees, all included in other	44			7	15.9	14	31.8	21	47.7	28	63.6

¹⁷ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
rows)											
Programs funded by IDEA, Part C	71			12	16.9	24	33.8	36	50.7	48	67.6
Programs funded by IDEA, Part B, section 619	500			20	4.0	40	8.0	60	12.0	80	16.0
Programs funded under Title I of ESEA (We include 26 of 38 districts with Title I preschool kids)	38			4	10.5	8	21.1	12	31.6	16	42.1
Programs receiving from CCDF funds (Center-based care only. Includes sites receiving TANF also)	1,689	1	.06	88	5.2	177	10.5	265	15.7	353	20.9
Other <i>Describe:</i> Programs receiving from CCDF funds (Family-based sites only. Includes sites that receive TANF)	1,466			120	8.2	241	16.4	361	24.7	482	32.9
<i>Baseline data is actual data based on pilot program for Grow NJ.</i>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and

monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Narrative Section (B)(3) Rating and Monitoring Early Learning and Development Programs

Four key goals for rating and monitoring early learning and development programs will be addressed in New Jersey's Plan:

1. Ensure that Grow NJ effectively measures the quality of early learning and development programs;
2. Use valid and reliable tools for monitoring the programs;
3. Create an existing pool of trained monitors with high levels of inter-rater reliability; and
4. Provide quality rating and licensing information to parents with children enrolled in early learning and development programs.

(B)(3)(a) Rating and Monitoring with Appropriate Frequency and Inter-rater Reliability

Since 2002, the Department of Education, Division of Early Childhood Education (DECE) has relied on New Jersey universities to measure and assess program quality and child outcome in the State Preschool Program. This Early Learning Improvement Consortium (ELIC), comprised of early childhood education faculty from public New Jersey State colleges and universities, conducted classroom observations on 12 percent of the State Preschool Program classrooms each year to measure progress in improving program quality by administering the Early Childhood Environmental Rating Scale-Revised (ECERS-R) (Harms et al. 1998), the Supports for Early Literacy Assessment (SELA) (Smith et al. 2001), and the Preschool Classroom Mathematics Inventory (PCMI) (Frede et al. 2001). The division uses the results gathered by the universities to plan future professional development to address areas of need identified by the evaluations. For example, as a result of the evaluations, the division increased training to improve teaching practices in mathematics and science.

Strengthening the Early Learning Improvement Consortium

Grow NJ will tap into the experience of New Jersey's colleges and universities in the ratings of programs participating in Grow NJ to inform the continuous improvement cycle. The grant will strengthen New Jersey's Early Learning Improvement Consortium that will make rating recommendations to the RTT-ELC Leadership Team (see Letters of Intent with Higher

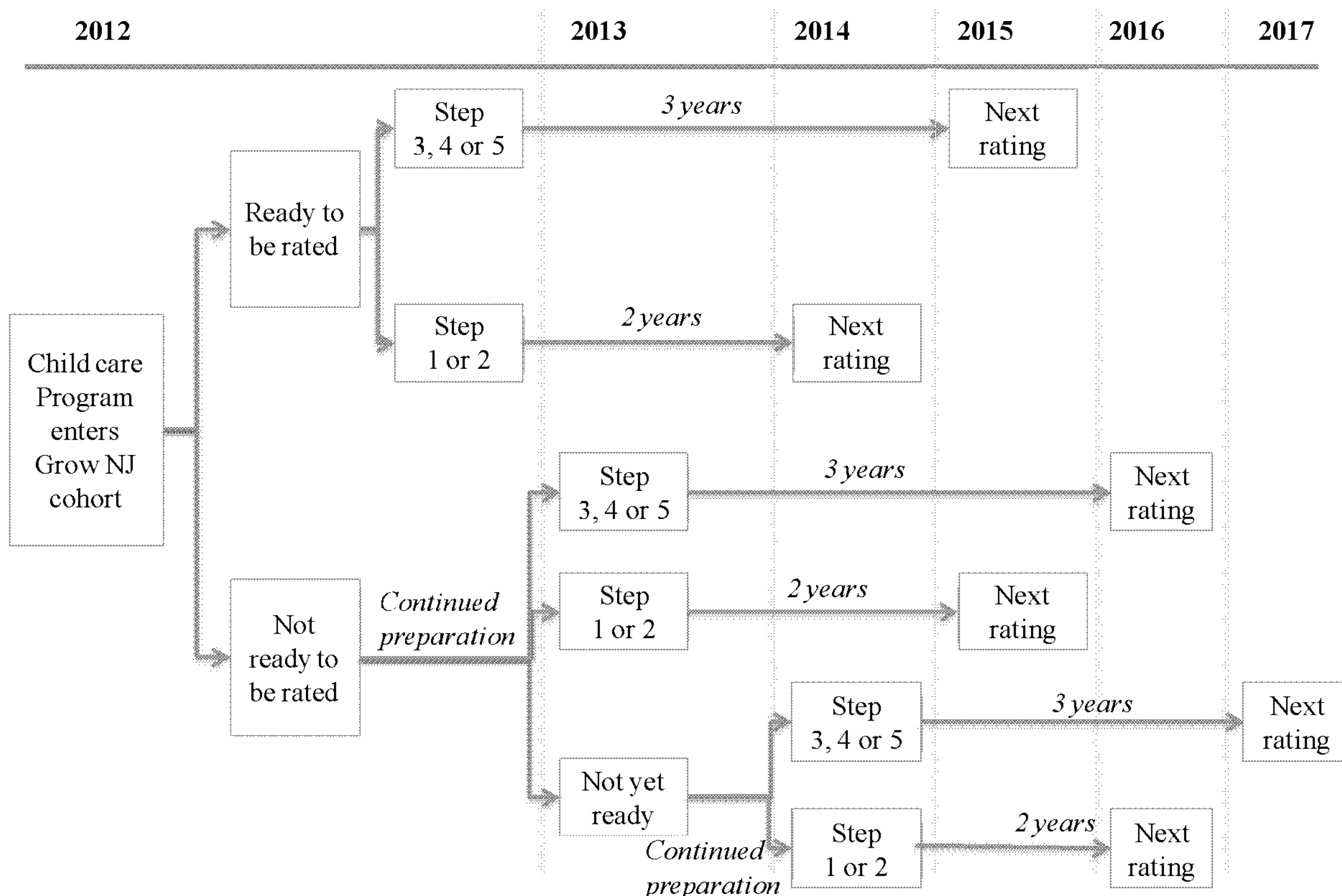
Education). By February 2012, the Department of Education will distribute a Request for Proposals to the universities with early childhood education programs to solicit raters. Subsequently, a Memorandum of Understanding will be created by March 2012 and an agreed upon inter-rater reliability protocol will be used to train raters to reliability in administration of the Environment Rating Scales (ECERS (Harms et al. 1998), ITERS (Harms et al. 1998) and FCCERS (Harms et al. 2007)), (CLASS) (Pianta et al. 2008) and a validation checklist for Grow NJ. Through this Consortium, participating sites serving children with high needs will receive a rating visit to determine their scores both on their classroom environments and in each of the indicators included on Grow NJ. A *Site-level Self Assessment and Validation checklist* (see school-based version, Attachment 26) based on the DOE's successful *Self Assessment and Validation System* model, as well as a protocol for reviewing submissions and conducting validation visits to review documentation and conduct observations, will be finalized by July 2012. Inter-rater reliability between and among entities will be included in the protocol that considers rating nuances due to type of program (e.g. Family Child Care, Head Start, School District). See Attachment 27 for a sample inter-rater reliability protocol. Rater reliability will also be checked through the Grow NJ Validity Study (see section (B)(5) Validating the effectiveness of the tiered QRIS).

Rating Cycle

Eligible programs entering each Grow NJ participation cohort (Head Start/Early Head Start programs, the State Preschool Program, CCDF sponsored programs and registered Family Child Care) beginning in August 2012 and continuing through 2017 will have up to two years to prepare for their initial rating by participating in the training modules and working intensively with their county coaches and coordinators on a quality improvement plan. In each cohort, it is projected that sites participating in State Preschool Program and Head Start will not need a waiting period and will receive their initial rating within a few months. It is anticipated that 100 percent of these sites will initially score high and earn a rating of 3, 4, or 5 due to the high-quality standards and accountability measures that are in place for these programs. For family child care and other participating programs, it is expected that 50 percent will be rated in the first year, and of those, 70 percent will be at a Step 1 or 2, and 30 percent at a Step 3, 4, or 5.

The rating assessment will be offered free of charge, however the frequency of assessments will be limited to one free assessment request per year. Sites will have up to two years to earn and retain Step 1 and Step 2 ratings. Sites with a Step 3, 4 or 5 rating will have up to three years to earn and retain the next higher rating. Sites with a rating at Step 5 must maintain that rating by being re-rated and meeting the quality indicators at the step every three years.

Cohort #1 flow chart - Illustrative



Use of structured observation instruments

At the time of rating to determine a Grow NJ Step, a rating team will administer the Environment Rating Scales appropriate to the venue on a random sample of not less than 50 percent of the learning groups or classrooms and at least one group for each age of children served. An average score for each site will then be derived from the aggregate scores. The rating team will also administer a

Addressing Unique Program Needs

- Raters will use instruments differentiated by program type and age group.
- Sites entering Grow NJ for the first time will have flexibility in the timing of their first rating to allow for initial program improvements.

review of the site's documentation utilizing a validation checklist to be developed by the ELIC. This checklist will validate, through documentation, observation, and interview, which indicators on the QRIS instrument have been met. The resulting data will be submitted to the Early Learning Commission for review and determination of a Grow NJ step.

Timetable

The major investments for the Early Learning Improvement Consortium are detailed in the budget narrative. Please refer to Section VIII, Budget Part I – Narrative, Project 8 for a breakdown of expenses related to the activities to be implemented.

(B)(3)(b) Providing quality rating and licensing information to families with children enrolled in early learning and development programs

Grow NJ will contain a “Consumer Reports” component that publicizes the Step of each child care and preschool setting that goes through the rating process, and that is available to enhance parents' roles as informed decision makers when selecting appropriate and affordable early learning and development programs for their children. The public component of the electronic system will be online (with access available to families at home or at a County Resource and Referral Agency) and will allow families to search by fields such as Step, zip code, type of program, or age groups served. The information will be available in a format that is designed for use by families and will be tested by members of the County Councils for Young Children. Other relevant information will also be provided on the Family Portal.

- DCF, Office of Licensing will provide licensing information regarding center-based child care programs and will make information available to families (including health and safety inspections), within the confines of federal and state confidentiality laws.
- Information about registered or approved Family Child Care providers will be made available through the Child Care Resource and Referral agencies (CCR&Rs).

Beginning in June 2012, CCR&Rs will be trained in how to access site ratings as well as how to share ratings information with families. Starting in December 2012, families will be able to access the online Family Portal through a variety of entry points (e.g., DOE website, DHS

website, CCR&R websites, and NJ Parent Link) to view the ratings of specific programs. Family Engagement Coordinators will be trained on ratings and will provide families with information.

Raters will be trained in the use of the electronic system for sharing rating information with families. Assessment data and scoring information will be electronically collected using a secure online portal. The portal will be linked to a web-based data management system used by the Early Learning Commission and its partners to maintain secure data, ratings, and quality improvements for providers participating in the program. Once ratings have been assigned they will be entered in the electronic database and be available to families when selecting programs that match their particular needs and values.

Significant funds from Department of Human Services are built into the grant budget for a public relations campaign to promote the system to families. Please refer to Section VIII for a detailed breakdown of the expenses related to the implementation of these activities.

Action Plan

See Project Plan 6 in Section (B)(1) for more information on launching the Grow NJ Family Portal.

Project 8: Create the Early Learning Improvement Rating Consortium.		
<i>Selection Criteria: (B)(3)</i>		
<i>Lead Agency: DOE, DCF</i>		
Key Activities	Timeline	Responsible Parties
Distribute a Request for Proposals to the universities with early childhood education programs to solicit raters	2/ 2012	RTT-ELC Agency Leader
Develop Memoranda of Understanding with universities to create an Early Learning Improvement Consortium	3/2012	Agency Leader
Convene Consortium; Consortium designates leader and develops work plans	4/2012	RTT-ELC Executive Director, Agency Leader
Determine protocol for reviewing submissions and conducting validation visits to review documentation and conduct observations	7/2012	ELIC Leader, Agency Leader
Finalize inter-rater reliability procedures	7/2012	ELIC, Agency Leader
Train raters in use of the Grow NJ data system	8/2012	Agency Leader
Host "Rating Summit" to provide programs and staff with information on ELIC and rating procedures	9/ 2012	ELIC

Assign ratings and enter data into the Grow NJ data system	10/ 2012 (ongoing)	ELIC
Gather rater feedback on rating system and ELIC effectiveness; determine if changes are necessary	1/2013 (ongoing)	RTT-ELC Executive Director, Agency Leader
Conduct follow up ratings, according to Grow NJ plans	Ongoing	ELIC

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and

addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

Narrative Section (B)(4) Promoting Access to High Quality Early Learning and Development Programs for Children with High Needs

New Jersey will implement Grow NJ to achieve three key goals for promoting access to high-quality programs:

1. Design policies and practices that include a continuous cycle of improvement;
2. Provide support for families to participate; and
3. Create ambitious yet achievable targets for increasing the number of programs at the top Steps and increasing the number and percentage of children with high needs enrolled in high-quality programs.

(B)(4)(a) Developing and implementing policies and practices that provide support and incentives for early learning and development programs to continuously improve.

Participation

Early learning and development programs receiving state funding will be required to participate in Grow NJ. Interagency memoranda of understanding between each participating state agency that administers public funds for early learning and development will support this requirement. Participating programs will include licensed community providers receiving subsidized tuition support, community providers that contract with local education authorities (LEAs) to provide state funded preschool services, LEAs providing state funded preschool classrooms and preschool special education classrooms, Head Start and Early Head Start programs and registered family child care providers serving two or more children receiving subsidized tuition support. Head Start programs that do not receive state funds will be encouraged but not required to participate. Based on New Jersey's definition of "children with high needs" for this grant, 2,695 sites will be participating in Grow NJ over the next six years.

Orientation

An orientation to Grow NJ will be available to all early learning and development programs participating in the QRIS. Information will be given to help site directors/administrators begin the process. Standardized training and companion guidance materials will be offered through online and in-person training. A resource guide for the orientation will be developed by the

RTT-ELC Leadership Team and provided through a Training of Trainers (TOT) to County Technical Assistance (TA) Teams.

County Technical Assistance Teams

By August 2012, the county-level system of training and technical assistance will be established at the county-based Child Care Resource and Referral Agencies and other selected locations such as Family Success Centers or county education offices. The teams will be comprised of Learning Coaches, Birth to Five Disabilities Coordinators, Family

Meeting Children's Particularized Needs

- Learning Coaches will provide information about using assessments with English learners and children with disabilities.
- Instruments that are reliable and valid for use with special populations and age groups will be selected.
- Birth to Five Disabilities Coordinators and Health Service Coordinators will provide sites with information about screening for health and development issues.

Engagement Coordinators, and Health Service Coordinators. If these coaching or coordinating positions are already working in the participating sites, e.g., coaches or coordinators in school district or Head Start settings, these staff will be invited to participate in the Training of Trainers series.

County TA Team members will participate in professional development sessions related to components of the QRIS and specific program areas from a set of modules of evidence-based program guidelines and standards. TA Team members will support the early learning and development programs through the delivery of these modules. The carefully designed modules follow a structured format including such components as Goals and Objectives, a Trainer's Guide, Agenda, PowerPoint, Handouts, Evaluation, readings, resources and assignments as appropriate. See job descriptions for each County TA Team position in Attachment 28.

All TA Team members will participate in sessions focusing on the elements of program quality found in Grow NJ. Learning Coaches, for example, will deliver modules such as enhancing language development and adult/child interactions. Birth to Five Disabilities Coordinators will deliver modules designed to help programs support children with disabilities within the routines and activities of the child's day. Family Engagement Coordinators will deliver modules covering a variety of topics, including supporting children's learning and development at home. Health

Service Coordinators will focus on health and safety information, such as oral health practices, identifying potential health concerns, and including children with health issues.

The County TA Teams will help sites target areas of improvement and will provide or arrange training. There will be one Family Engagement, Health Services, and Birth to Five Disabilities Coordinator for each county, and an average of five Learning Coaches per county (at full implementation), who will work with 35 classrooms each. The TA Team protocol is drawn from the successful model used to improve the State Preschool Program. The coaching process for the TA Team members is based on a planning conference, observation, and post conference, which are derived from multiple models of clinical supervision and cognitive coaching (Costa & Garmston 2002). This process focuses on teacher reflection and facilitating collaborative learning in order for self-directed learning to eventually occur. A list of team members and modules are below. See Attachment 29 for module descriptions.

Learning and Development Coaches
<i>NJ Birth to Three Standards/NJ Preschool Teaching and Learning Standards</i>
<i>Child Development</i>
<i>Design of the Learning Environment</i>
<i>Enhancing Language Development</i>
<i>Assessments: Formative and Screening</i>
<i>Differentiated Instruction and Scaffolding</i>
<i>Adult-child Interactions</i>
<i>Positive Behavior Support System</i>
<i>Cultural Competence</i>
<i>Integrated Curriculum</i>

Birth to Five Disabilities Coaches
<i>Inclusion in High Quality Settings and Experiences</i>
<i>Child Development: Typical and Developmental Red Flags</i>
<i>Modifications/Adaptations to the Environment, Curriculum and Interaction Strategies</i>
<i>The Connection between Program/Classroom Quality and Supporting Early Learning</i>
<i>Screening and Evaluation</i>

Family Engagement Coordinators
<i>Supporting Children's Development and Learning at Home</i>
<i>Building Reciprocal Relationships with Families</i>
<i>Engaging Families in the Classroom and School/Center</i>

<i>Language Acquisition and Maintaining the Home Language</i>
<i>Community Connections for Families</i>

Health Service Coordinators
<i>Healthy and Safe Environments for Children, Staff and Families</i>
<i>Preventive Health Care and Communicable Disease Prevention</i>
<i>Nutrition, Obesity and Physical Activity</i>
<i>Oral Health</i>
<i>Medicine Administration Training/ Asthma and Allergies/Special Medical Care Plans</i>

The TA Teams will help programs conduct an initial self-assessment of the quality of their programs using the Grow NJ elements (Attachments 20 and 21) and will work with the directors/administrators to create quality improvement plans. Subsequent training modules will be based on the site's self-assessment and target areas. Improvements will be made on an ongoing basis using the information gained through targeted training and team member visits using structured observation tools such as the ECERS-R, ITERS-R, FCCERS-R, and CLASS. A post-improvement evaluation will be conducted at the end of the year to help sites determine readiness for the rating. When ready, the TA Teams will help directors/administrators complete and submit the QRIS.

Incentives

Each category of incentives is designed to assist sites enhance their programs. Professional development, tiered reimbursement and quality enhancement funds will be available to eligible sites. Each of these incentives will be tied to the quality improvement plan developed by the program in consultation with the TA Teams (also see (B)(2)).

Addressing Unique Program Needs
<ul style="list-style-type: none"> • A site level self-assessment will drive individualized support plans for program improvements. • Incentives will be tied to specific quality improvement actions. • Sites will have access to expert team members to support their individual needs.

Funding will be available for assistants, teachers, and directors/administrators to encourage the attainment of degrees, nationally recognized certificates, and advanced coursework tied to college credit (see (D)(2)).

Tiered reimbursements will be provided to programs serving children eligible for subsidy beginning at attainment of Step 3. A differential reimbursement of 5 percent will be given for

subsidized children for a Step 3 rating, 10 percent for a Step 4 rating, and 20 percent for a Step 5 rating. Reimbursements will be administered by DHS through an existing contract with the county Child Care Resource and Referral Agencies.

Beginning in October 2012, funding enhancements will be available to help programs participate and move-up the Grow NJ Steps. Eligible family child care providers will receive \$750, and other sites will receive \$2,000. Sites may use funding to purchase items such as classroom materials and equipment, fees for NAEYC accreditation, substitutes or other items that do not supplant existing contracts with state entities. Enhancements will be available for a one year period, and may be renewable.

(B)(4)(b) Providing supports to working families to access high-quality early learning and development programs

County-Level Support

The Family Engagement Coordinators will assist families in locating high-quality early learning and development programs for their children, and inform families and programs about evidence-based home visiting services, Family Success Centers, Statewide Parent Advocacy Network Parent to Parent Programs, and other programs in the county. Family Engagement Coordinators will provide resources to sites including how to engage families in their children's care and education, how to connect with essential resources, and how to access special education and early intervention services, when needed. The Family Engagement Coordinators will work with the County-level Councils for Young Children to develop county maps of all family programs and resources in their county. Maps will be ready for distribution to families by August 2012. The Councils will also disseminate information regarding resources and available child care to family oriented agencies in their county. The Family Engagement Coordinators will recruit Council members and ensure that composition consists of 51 percent families.

Public Awareness and Communications Campaign

Public awareness and understanding of Grow NJ will be critical for the program to succeed. New Jersey's State Plan includes an outreach strategy for reaching three key audiences: families, early

learning and development programs, and early childhood educators. Starting in April 2012, a statewide publicity campaign will target all three audiences with relevant information, such as how to enroll in Grow NJ, how families can get involved, and what workforce incentives will be available. Additional strategies to reach each audience will be pursued, including Grow NJ enrollment and Workforce Registry drives, orientation for families and providers, and sharing information through Professional Development and Preparation providers. Family Engagement Coordinators will take a lead role in planning and carrying out the publicity campaigns, and will focus specifically on recruiting families and community members to join the County Councils for Young Children to serve as the family voice for Grow NJ.

Communications Overview

	Targeted Information	Communications Strategy	Start date
Families	<ul style="list-style-type: none"> • Available health and family services and resources • Grow NJ program and site ratings 	<ul style="list-style-type: none"> • Governor’s Council markets Grow NJ to families • RTT-ELC Leadership Team and County TA Teams lead Grow NJ publicity campaign <ul style="list-style-type: none"> • State websites provide information • CCR&Rs distribute materials • TA Teams attend community meetings, host info sessions, phone bank, and send mailings • Family Engagement Coordinators lead county -level outreach plans to recruit Councils <ul style="list-style-type: none"> • Community orgs. distribute materials • County Councils conduct family outreach • Grow NJ online portal available in several languages and locations (e.g., State websites, CCR&Rs, smartphone app) 	<ul style="list-style-type: none"> • 4/2012 • 4/2012 • 4/2012 • 8/2012 • 12/2012
Early Learning and Development Programs	<ul style="list-style-type: none"> • Grow NJ program and rating system • Incentives and supports for quality improvement • Health and family resources 	<ul style="list-style-type: none"> • Governor’s Council markets Grow NJ to programs • RTT-ELC Leadership Team and County TA Teams lead Grow NJ publicity campaign <ul style="list-style-type: none"> • TA Teams canvass programs • Host Grow NJ orientation sessions • Distribute county resource maps 	<ul style="list-style-type: none"> • 4/2012 • 4/2012 • 7/2012 • 8/2012
Early Childhood Educators	<ul style="list-style-type: none"> • Grow NJ program and training benefits • Workforce Registry and Career Lattice • Incentives for advancing through lattice 	<ul style="list-style-type: none"> • RTT-ELC Leadership Team and County TA Teams lead Grow NJ publicity campaign <ul style="list-style-type: none"> • Materials on Registry and educator incentives distributed • Host Grow NJ orientation sessions • Conduct Registry registration drive and outreach • Partner with Higher Ed. to conduct outreach • PD and Preparation Providers share information with educators 	<ul style="list-style-type: none"> • 4/2012 • 7/2012 • 8/2012 • 8/2012 • 2/2013

(B)(4) (c) Targets for Increasing Quality

(1) Number of Programs at Top Steps

As can be seen from Table (B)(4)(c)(1), and the summary below, by the end of the grant period, it is expected that 44 percent of the sites will rate at Steps 3, 4 and 5. After six years in the system, it is expected that 53 percent of participating sites will be at the top two Steps. This target was set by estimating the number of sites that are already achieving a high level of quality (combined Head Start/State Preschool Program and State Preschool Program) and assuming that they would reach a Step 3, 4 or 5 with their first rating. In the rollout plan, these sites were distributed across the first four years of implementation, as it was predicted that they would require minimal assistance to attain Steps 3, 4, and 5 on the Grow NJ levels, enabling the County TA Teams to focus more on other programs.

	2012	2013	2014	2015	2016	2017
Percent Rated in the Top Two Tiers	26	26	30	44	50	53

(2) Number and Percentage of Children in Programs in Top Tiers

Table (B)(4)(c)(2) shows the number of children in sites at the top two Steps by program type (also see chart above). Children in the State Preschool Program, combined state funded preschool/Head Start, Title I and IDEA Part C represent the largest proportion of children in programs that will be in the top tiers by 2015. Outside of the State Preschool Program, approximately 25 percent of centers and family child care providers serving subsidized children will be at the top Steps by the end of the grant period with the overall number of sites in the top two Steps increasing from 26 percent to 44 percent during the four years of the grant.

Action Plans

See (D)(1) for the Workforce Action Plan and Key Activities Timeline and Responsible Parties below.

Project 3: Establish and train County Technical Assistance Teams made up of Learning Coaches, Health Service Coordinators, Birth to Five Disabilities Coordinators, and Family Engagement Coordinators.

<i>Selection Criteria: (B)(4) Focus Area: (C)(1), (D)(2)</i>		
<i>Lead Agency: DOE, DHS</i>		
Key Activities	Timeline	Responsible Parties
Work with local Childcare Resource and Referral Agencies and Family Success Centers to prepare for housing of TA Teams (e.g., technology upgrades)	3/2012	DHS
Identify existing staff, interview applicants, and appoint County Technical Assistance Teams	3/2012	RTT-ELC Leadership Team with respective agencies
Use a Training of Trainer series to train each team member on the common standards through modules, tools and resources for their focus area. Include coordinators in State Preschool Program, private provider or in a Head Start setting in the Training of Trainer series	3/2012 – 6/2012	RTT-ELC Leadership Team, County Council Project Director
Train County Teams in how to coach site leaders/directors to progress through Grow NJ, including how to access the online system and how to address criteria in each component	6/2012	RTT-ELC Leadership Team
Provide reliability training to TA Teams on the use of structured observation instruments	7/2012 (ongoing)	RTT-ELC Leadership Team
Create and distribute maps of all relevant county health and support services for families and for Grow NJ programs	8/2012	County TA Teams
Host Grow NJ orientation for participating programs and begin delivering regional training on modules	8/2012 (ongoing)	County TA Teams
Conduct site visits to identify areas of improvement and target training for Grow NJ programs	8/2012 (ongoing)	County TA Teams
Provide regular progress reports to RTT-ELC Leadership Team on status of quality improvement at participating sites	10/ 2012 (ongoing)	County TA Teams
Add Learning Coaches to TA Teams as the number of participating sites increases	annually	RTT-ELC Leadership Team
Project 4: Provide professional development regionally for evidence-based curricula and a Comprehensive Assessment System.		
<i>Selection Criteria: (B)(4) Focus Areas: (C)(2), (D)(2)</i>		
<i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Crosswalk the birth to three learning standards with the relevant components of the Comprehensive Assessment System	1/2012	Governor's Council, RTT-ELC Leadership Team
Work with the curriculum developers to demonstrate the alignment of <i>New Jersey Birth to Three Standards</i> with the comprehensive curricula	2/2012	Governor's Council, RTT-ELC Leadership Team
Incorporate the standards into the Infant Toddler Credential	3/2012	Governor's Council,

and into professional development modules		RTT-ELC Leadership Team
Assemble assessment steering committee to review Comprehensive Assessment System options	2/2012	RTT-ELC Leadership Team
Secure curricula contracts, schedule regional training on curricula and formative assessment directly with developers	6/2012	RTT-ELC Leadership Team
Support programs in conducting self assessments and developing program improvement plans	8/2012 (ongoing)	County TA Teams
Support sites in selecting evidence-based comprehensive curricula and corresponding formative assessments	8/2012 (ongoing)	County TA Teams
Provide curriculum and assessment training in cohorts of 50, according to roll out plan	8/2012 (ongoing)	Agency Leaders, County TA Teams
After achieving reliability through a Training of Trainer model, provide professional development to programs on using structured observation instruments and screenings	8/2012 (ongoing)	County TA Teams
Seek feedback from participating programs on effectiveness of training and areas for improvement	ongoing	County TA Teams
Provide follow up support to programs to ensure understanding and implementation of curricula and formative assessments	ongoing	County TA Teams
Review and adjust training plans for future cohorts after receiving County TA Teams' assessment of 2012 rollout	1/ 2013	RTT-ELC Leadership Team

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	10	250	751	1,251	1,752
Number of programs in Tier 1 (Lowest Tier)	0	48	146	228	296
Number of programs in Tier 2	2	73	218	342	444
Number of programs in Tier 3	3	64	192	306	236

Number of programs in Tier 4	5	35	105	168	253
Number of programs in Tier 5 Highest Tier)	0	30	90	207	522
Projected numbers reflect the sites that are being rated. Many more sites will be actively participating in the system. Baseline data is actual data based on pilot program for Grow NJ.					

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
All State-Funded Preschool Programs	53,461	855	1.6	9,675	16.1	19,350	32.2	29,026	48.3	38,701	64.3
15 High Need Districts	205			34	16.7	68	33.3	103	50.0	137	66.7
Licensed centers in High Needs Districts	47,376			2,369	5.0	4,738	10.0	9,475	20.0	12,634	26.7
Early Head Start and Head Start¹⁸	16,654			1,722	10.3	3,444	20.7	5,961	35.8	7,949	47.7
IDEA, Part C	398			50	12.5	100	25.0	169	42.5	226	56.7
IDEA, Part B, section 619	11,329			395	3.5	791	7.0	1,345	11.9	1,793	15.8
Title I of ESEA	11,349			2,736	24.1	5,472	48.2	8,208	72.3	10,944	96.4
CCDF funds	19,950	19	0.1	886	4.4	1,772	8.9	3,543	17.8	4,724	23.7
TANF	1,050			38	3.6	76	7.3	152	14.5	203	19.4

¹⁸ Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Tiers 3, 4, and 5 were included as "top tiers". Baseline data is actual data based on pilot program for Grow NJ.											

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and

addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Narrative (B)(5) Validating the effectiveness of the tiered QRIS

The validation of Grow NJ will identify which aspects of Grow NJ are effective at improving quality and the associated impact of quality improvements on children.

The **key questions** are as follows:

1. Are the quality indicators being used in Grow NJ, efficient and non-duplicative? Do they accurately reflect differential levels of program quality?
2. Is the technical assistance provided effective in improving quality and moving sites to higher Steps?
3. Does obtaining a higher Step result in greater child growth and school readiness and do these results apply to all subgroups of children?
4. Is New Jersey's Early Learning Improvement Consortium using the rating protocol reliably?

(B)(5)(a) Validating, using research-based measures, whether the tiers reflect differential levels of quality, and

(B)(5)(b) Assessing, using appropriate research designs and measures of progress, the extent to which quality ratings are related to children's learning, development and school readiness

With the approval of the Commission for Early Learning and Development and in collaboration with the NJ Council for Young Children, the Department of Education will develop a Request for Proposals (RFP) from independent contractors to design and implement the multi-faceted evaluation. DOE will be the lead agency on the evaluation. The successful application will address the following requirements to design a multi-year evaluation:

Delineates a cross-sequential, longitudinal randomized control trial (RCT) design to determine effectiveness of Grow NJ.

Ensures that the sampling is representative and has sufficient power to detect differences across and among subgroups in quality practices and in child learning as a result of Grow NJ.

Uses child assessment measures of learning across domains that are relevant to New Jersey's Early Learning Standards, psychometrically valid, proven to discriminate program effects in

similar studies, and appropriate for the age range of birth to five.

Uses measures of classroom and family child care quality that are relevant to the Grow NJ indicators, psychometrically valid, proven to predict child learning, and appropriate for the settings and age-ranges of Grow NJ (birth to five, child care centers, preschools, Head Start, Early Head Start and family child care homes).

Ensures implementation of effective procedures for tracking children and families longitudinally.

Produces timely reports and uses cost-effective procedures using the state's Request for Proposals process.

Study Design and Procedures

The Project Plan for the Validation Study (see end of section) shows the major operational tasks of the Grow NJ Evaluation. Although many of the details of the evaluation plan will be determined by the successful contractor in consultation with stakeholders, the overall design has been established.

The Efficacy Study Design

The Efficacy Study is designed to answer the questions regarding outcomes of the Grow NJ initiative. By systematically comparing the progress of sites within cohorts and the children within sites over time, the following

Understanding Children's Particularized Needs

- The study will measure the effectiveness of Grow NJ disaggregated by each high needs/special population and age group and inform improvements to the system.

question will be investigated: *Does obtaining a higher Step result in greater child growth and school readiness and do these results apply to all subgroups of children?* The data collected for the efficacy study will also be used to answer the questions related to implementation and process as described in the next section.

Adapted from developmental psychology, the cross-sequential, longitudinal design (Schaie 1996) applied in a randomized control trial is ideal for this research since both developmental (length of time receiving the technical assistance) and cohort effects (reflecting political, fiscal and other time related factors) could be evident. For example, in the early phases, fidelity of implementation of the technical assistance may not be as high as in later years as the modules and training are refined. On the other hand, it is also possible that implementation will degrade as

the system is expanded, although the formative evaluation procedures described below should help to mitigate both of these.

The cross-sequential longitudinal design allows for the comparison of effects among cohorts as well as aggregation of data across cohorts where appropriate. Most importantly, the random selection for cohort designation provides a much more rigorous design and provides more confidence than any associations found between cohorts are causal (Zellman et al. 2011; Gilliam & Frede in press).

Four cohort groups will be studied in the evaluation funded in this grant period. However, the state plans to continue the study for six years until 2018 and then on a biannual basis going forward. This longer term will allow effects into the early grades of school to be investigated. The treatment groups which will be eligible for the QRIS within the grant period are cohorts I (2012 - 2015), II (2013 – 2015), and III (2014 – 2015) with each successive cohort serving as a control for previous ones for initial effects and with cohort IV (2015-2016) serving as the overall control since cohort IV providers will not receive any services under the grant until the last four months. Within each cohort group, sites will be stratified by auspice and randomly selected for participation in the study. It may be necessary to over sample in the sites that choose to be rated in any given year to ensure power to detect differences.

The Implementation Study Design

Nested within the efficacy study described above is a data collection system that will inform monitoring and accountability procedures. The independent contractor will provide timely and useful reports that will allow the Early Learning Commission and the NJ Council for Young Children to inform the continuous improvement system (Frede & Barnett 2011) and to answer the following questions: *1) Are the quality indicators being used in Grow NJ, efficient and non-duplicative? Do they accurately reflect differential levels of program quality? 2) Is the technical assistance provided effective in improving quality and moving sites to higher Steps?*

Understanding Unique Program Needs

- The study will measure the impact of participation in Grow NJ on each program type and inform improvements in the system, across settings

and, 3) *Is New Jersey's Early Learning Improvement Consortium using the rating protocol reliably?*

These annual reports will provide information regarding patterns in the type and characteristics of sites that opt to be rated or not, including but not limited to, the following: auspice and program type, size of program, geographic location, qualifications of leadership and staff, administrative practices and cost data at the program level. These factors are especially important for not only understanding whether the program is effective, but also how it can be adjusted to include all types of early learning and development program providers and how it can be improved.

The implementation study will also provide evidence of the reliability of the assessments of quality administered by New Jersey's Early Learning Improvement Consortium and the relationship between independently administered assessments and the Step rating. In addition, because training and technical assistance will be available to programs that choose to be rated and to those who choose to delay rating, it will be useful to document the types and extent of technical assistance provided by site and whether this is effective not only at moving programs up in tiers but also in encouraging programs to be rated. Additionally, the annual report on implementation will include analyses of monitoring and accountability data collected in the Grow NJ tracking system. Data will also be collected on family participation and satisfaction, provider satisfaction with the process, and efficiency of the procedures used by the Technical Assistance Teams.

Instrumentation and Use

Final selection of instruments will be determined in consultation with the successful independent contractor and the RTT-ELC Leadership Team; however, the Request for Proposals will require the following:

- A survey of child and family characteristics; for example, race and ethnicity, age of child and parent, child gender, education level of parents, home language(s), family income, work status, marital status, household density, medical home, insurance, education related family routines and home environment.

- Direct assessments and early childhood educator interviews (e.g. standardized questionnaires on social development) will be administered to determine child growth and development. Domains assessed will mirror those included in the existing *New Jersey Preschool Teaching and Learning Standards* and in the *New Jersey Birth to Three Standards*. The challenge here is to find tools that are predictive of later achievement and development and can be used with children from infancy into early elementary school. It is likely that a battery of assessment tools will be adopted for each age level. It will be expected that the contractor use the kindergarten readiness assessment as one outcome measure when it is implemented. The RFP will require that these assessments be linked conceptually and psychometrically.
- At the center level, early learning and development program administrative practices and site characteristics will be documented via interviews with the site administrators using instruments based on those used in the New Jersey Preschool Expansion Assessment Research Study (Friedman et al. 2009).
- The quality of the participating programs will be assessed using the same instruments as those used for Grow NJ. The purpose for this is to establish reliability of New Jersey’s Early Learning Improvement Consortium and to capture the overall impact of participation in the system.

Resources to Cover the Project

The majority of funding for the validation study will be provided by the Department of Education using existing funds. The grant will cover the remaining fees. See Department of Education Budget Narrative for Project 9.

Action Plan

Project 9: Validate Grow NJ system.		
<i>Selection Criteria: (B)(5)</i>		
<i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Complete RFP process and identify evaluator	1/2012 – 3/2012	RTT-ELC Agency Leader
Phase I: Cohort I and IV		

Survey providers within cohorts I and IV to determine population characteristics and finalize stratified, random sampling of sites, classrooms and children	4/2012 – 8/2012	Contractor
Conduct pre-tests of children, classrooms and site administrative practices	9/2012 – 12/2012	Contractor
Collect demographic data on families and providers	9/2012 – 12/2012	Contractor
Enter, clean and analyze data; produce report	1/2013 – 3/2013	Contractor
Collect data and conduct analyses to establish reliability of New Jersey's Early Learning Improvement Consortium quality assessments administrations	9/2012 – 5/2013	Contractor
Conduct family surveys to track current and anticipated residence and program attendance	4/2013 – 6/2013	Contractor
Administer annual child outcome evaluations	9/2013 – 12/2015	Contractor
Conduct annual demographic survey of families	9/2013 – 12/2015	Contractor
Conduct annual collection of administrative and cost data	9/2013 – 12/2015	Contractor
Crosswalk validation study with kindergarten entry results	Early 2014	RTT-ELC Leadership Team, Contractor
Cohorts II - III		
Survey providers to determine population characteristics and finalize stratified, random sampling of sites, classrooms and children	Spring each year 2013 – 2015	Contractor
Conduct pre-tests of children, classrooms and site administrative practices	Early fall each year 2013 - 2015	Contractor
Collect demographic data on families and providers	Late fall each year	Contractor
Enter, clean and analyze pretest data		Contractor
All Cohorts		
Collect data and conduct analyses to establish reliability of New Jersey's Early Learning Improvement Consortium quality assessments administrations	Annually	Contractor
Review results of validation study; determine if changes to Grow NJ system and/or practices are necessary	Annually	RTT-ELC Leadership Team, Early Learning Commission
Publish results of validation study	Annually	Early Learning

		Commission
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(C) Promoting Early Learning and Development Outcomes for
Children
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- New Jersey has well-developed early learning standards for birth to three and for preschool that have been incorporated throughout the Plan - in Grow NJ, in curriculum selection, in Workforce Core Knowledge and Competencies, and in the NJ Career Lattice.
- Grow NJ's model of training will increase the number and percentage of early childhood educators who understand the purposes and uses of each type of assessment included in the Comprehensive Assessment System.
- New Jersey's culturally and linguistically sensitive Plan encompasses family support and engagement strategies culled from national models of best practice and standards and from programs presently offered in the state such as home visiting, Family Success Centers and Special Child Health Case Management Units.

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

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
 - Proof of use by the types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

Narrative (C)(1): Developing and using statewide, high-quality Early Learning and Development Standards.

(C)(1)(a): Evidence that the Early Learning and Development Standards are high-quality, are developmentally, culturally, and linguistically appropriate across age groups, and cover all essential domains.

Birth to Three

New Jersey's standards for infants and toddlers, *New Jersey Birth to Three Standards* (Attachment 9), were recently developed by a subcommittee of the New Jersey Council for Young Children, in consultation with Zero-to-Three. After a comprehensive review of evidence-based resources such as *The Head Start Child Development and Early Learning Framework* (Head Start Resource Center 2010) and *Early Learning Guidelines for Infants and Toddlers: Recommendations for States* (Petersen et al. 2008) and a review of standards across the states, New Jersey adopted Minnesota's Early Learning Guidelines for Birth to 3, with adaptations, including adding approaches to learning as a domain and dividing the age span into four groupings as opposed to Minnesota's three groups (Attachment 9). As can be seen from the modified instrument, all essential domains are covered, and both cultural diversity and children's home language are specifically addressed throughout the items.

Preschool

New Jersey's *Preschool Teaching and Learning Standards* also encompass all Essential Domains of School Readiness, presenting fundamental information on the learning environment (including approaches to learning), assessment processes, and home, school and community partnerships. Specific strands cover social/emotional development, language arts literacy, social studies, family and life skills, visual and performing arts, mathematics, world languages, health, safety and physical education, science, and technology. Bodies of research and professional organizations representing each domain were consulted and are referenced in the document's bibliography (Attachment 11). In addition, the standards were favorably reviewed by national experts including, Dorothy S. Strickland, Ph.D. (literacy), Elena Bodrova, Ph.D. (social and emotional development), Herbert Ginsberg, Ph.D. (mathematics), Douglas Clements, Ph.D.

(mathematics), Karen Worth, M.A. (science), and Jacqueline Jones, Ph.D. (assessment). (See sample Attachment 30, Guidelines for Reviewing the Standards, Strickland.)

The early learning and development standards in New Jersey are highly responsive to the state's culturally and linguistically diverse population, with multicultural supports (e.g., language, culture, race, ethnicity) and diversity (e.g., different social, economic, lifestyle, physical abilities) woven into the teaching practices component of the standards. Specific examples of linguistic and cultural responsiveness in the state's preschool standards are included in Attachment 31, *Linguistic and Cultural Responsiveness in NJ Preschool Standards*.

The standards also emphasize ensuring the successful inclusion of preschoolers with disabilities in general education programs by focusing on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress. For specific examples, see Attachment 32, *Responsiveness to Children with Disabilities*.

Meeting Children's Particularized Needs

- New Jersey's preschool standards specifically address linguistic and cultural responsiveness (Attachment 31) and responsiveness to children with developmental delays (Attachment 32) through specific teaching practices detailed for each standard.
- New Jersey's Birth to Three Standards address linguistic and cultural responsiveness and responsiveness to children with developmental delays across domains (Attachment 10).

(C)(1)(b): Evidence that the Early Learning Standards are aligned with the State's K-3 standards in, at a minimum, early literacy and mathematics.

The 2009 revision of the Core Curriculum Content Standards marked the first year that the New Jersey Department of Education aligned standards for preschool learning with the standards for grades K-12. The New Jersey's *Preschool Teaching and Learning Standards* were readopted within New Jersey's new *K-12 Core Curriculum Content Standards*, and provided an extensive alignment across all domains, for the areas of math, language arts, visual and performing arts, comprehensive health and physical education, science, social studies and technology, with clear articulation of what children should know and be able to do for each age group (see Attachment 33 for a sample alignment of math, language arts and science). In June, 2010, New

Jersey adopted the Common Core standards for English language arts and mathematics and began implementation in the subsequent school year, with standards implementation and associated curriculum revisions continuing through 2013. To support New Jersey's full implementation of the Common Core, an initial alignment of the standards for preschool language arts and mathematics with the Common Core standards was conducted (see Attachments 13 and 14). The standards subcommittee of the NJ Council for Young Children is currently reviewing the results of the alignment to determine whether changes to the preschool standards are necessary, and the potential impact of associated changes in areas such as curriculum and formative assessment.

(C)(1)(c): Evidence that the Early Learning Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development.

New Jersey's *Preschool Teaching and Learning Standards* are embedded in program standards, curricula, formative assessments, the Workforce Framework and professional development. They are specifically included in the program standards set forth by Administrative Code (*N.J.A.C. 6A:13A*), and provide the underpinnings for the State's *Preschool Program Implementation Guidelines*, the basis for the state's Quality Improvement Rating System, Grow NJ. (Attachment 20, Attachment 22 and Attachment 23). As detailed in Section (D)(1), the Preschool Standards are also incorporated in the state's Workforce Knowledge and Competency Framework (Attachment 34, *Crosswalk of Workforce Knowledge and Competency Framework*).

Addressing Unique Program Needs

- New Jersey's county-based Technical Assistance Team coaches will provide individualized, onsite support of implementation of the Birth to Three and Preschool Standards.

The state's Comprehensive Assessment System is described in Section (C)(2). New Jersey's *Preschool Teaching and Learning Standards* specifically address documentation and assessment (See Attachment 35, *Documentation/Assessment*). In addition, each of the evidence based curricula currently supported by the New Jersey Department of Education (High/Scope, The Creative Curriculum, Curiosity Corner and Tools of the Mind) includes a comprehensive

assessment system that is aligned with New Jersey's preschool standards. (e.g., See Attachment 12, *NJ GOLD* Alignment).

Minnesota's Early Learning Guidelines for Birth to 3 were chosen in large part because of their close alignment to the state's Preschool Standards, and the comprehensive curricula already being used in the state. While the new Birth to Three Standards are now included in Grow NJ, to ensure that they are fully integrated and aligned with the comprehensive curricula, formative assessments and New Jersey's *Workforce Knowledge and Competency Framework*, the following activities are currently being carried out by the Governor's Council:

1. Crosswalk the *New Jersey Birth to Three Standards* with the relevant components of the Comprehensive Assessment System.
2. Work with the curriculum developers to demonstrate the alignment of *New Jersey Birth to Three Standards* with the comprehensive curricula.
3. Incorporate the standards into the Infant Toddler credential, and in the modules for professional development.

(C)(1)(d): Supports to promote understanding of and commitment to the standards across programs.

Currently, there are five primary ways the standards are incorporated into professional development and higher education activities. Each agency and type is described below.

Type of Professional Development	Agency
Coursework in the preschool through third grade teaching endorsement	New Jersey colleges and universities (See Attachment 36, <i>NJ P-3 Teaching Endorsement</i>)
Regional and onsite training in high needs public school districts and their contracting Head Start agencies and community providers, including professional development for use with English learners and preschool children with disabilities	Department of Education (See Attachment 37, <i>Master Teacher Training Syllabus</i> ; Attachment 38, <i>Special Education Agenda</i> ; Attachment 39, <i>Cross Cultural Awareness Training</i> ; and Attachment 40, <i>Positive Behavior Support Training</i>)
Regional meetings for early childhood supervisors, coaches and other administrative positions in high needs public school districts	Department of Education (See Attachment 41, <i>DOE Supervisor Meeting Agenda</i>)
Onsite, individualized technical assistance in high needs school districts	New Jersey Department of Education (See Attachment 42, <i>DOE onsite technical</i>)

	assistance log)
Training for public school district administrators to facilitate preschool through third grade systems	Advocates for Children of New Jersey, in collaboration with the Department of Education (See Attachment 43, ACNJ DOE Leadership Series Syllabus)
Training for early childhood and family child care professionals, including Directors' Academy, New Jersey Administrators' Credential and Infant Toddler credential	Professional Impact of New Jersey (See Attachment 44, PINJ Directors Academy and Attachment 45, Early Care and Education Training Schedule)

Going forward, each of the above training activities will incorporate the recently developed Birth to Three Standards in addition to the Preschool Standards. Both sets of standards will be delivered through training modules used by the County Technical Assistance Teams housed at the Child Care Resource Referral Agencies, as part of Grow NJ's implementation. The standards module will be one of the first to be presented to participating sites (See Attachment 29). The timeline for implementation is below.

Number of Early Childhood Educators Trained by Year						
	2012	2013	2014	2015	2016	2017
School and center-based educators	3,410	6,820	10,230	13,640	15,306	16,971
Family child care educators	121	241	362	482	603	723

By the end of the grant, almost 12,000 school and center-based and 422 family child care educators will have received targeted training in the birth to three and preschool standards. An additional 5,337 educators will be added to this total by the end of 2017.

See (B)(4) for Technical Assistance Team Action Plan, including activities, timeline, and responsible parties. The Governor's Council is finalizing the development of the Birth to Three Standards through the activities listed below.

<i>Selection Criteria: (C)(1)</i>		
<i>Lead Agency: Governor's Council</i>		
Key Activities	Timeline	Responsible Parties
Crosswalk the Birth to Three Learning Standards with the relevant components of the Comprehensive Assessment System.	12/2011	Governor's Council

		RTT-ELC Leadership Team
Finalize crosswalk of the Preschool Standards and the Common Core Standards in the areas of language arts and mathematics to determine whether changes to the Preschool Standards are necessary.	12/2011	Governor's Council RTT-ELC Leadership Team
Work with the curriculum developers to demonstrate the alignment of <i>New Jersey Birth to Three Standards</i> with the comprehensive curricula.	2/2012	Governor's Council RTT-ELC Leadership Team
Incorporate the Standards into the Infant Toddler Credential, and in the modules for professional development.	3/2012	Governor's Council RTT-ELC Leadership Team

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Narrative (C)(2) Supporting effective uses of Comprehensive Assessment Systems

The use of a Comprehensive Assessment System in all early learning and development programs serving children with high needs is critical to the success of New Jersey's effort to improve early experiences and outcomes for children. Comprehensive Assessment Systems help early childhood educators understand and support children's emerging skills, as well as provide a lens to look through when working to maximize effectiveness through interactions, activities and practices.

Four key goals for using a Comprehensive Assessment System will be addressed in this grant:

1. Select instruments that are developmentally appropriate and that stakeholders agree upon;
2. Provide means of support as early learning and development sites implement assessments;
3. Ensure that assessment types are not duplicated or conflicting across programs, and evaluate the quality of the assessment data to drive instruction and professional development; and
4. Provide training to all early childhood educators serving high needs children in the Comprehensive Assessment System.

(C)(2)(a) Working with early learning and development programs to select assessments

In order to select instruments that are developmentally appropriate, that address the comprehensive needs of children birth to five, and to ensure that the assessments chosen do not conflict with or duplicate program-specific requirements (e.g., Head Start), the Department of Education will include representatives from each type of early learning and development program in the review and selection of screening measures, formative assessments,

Meeting Children's Particularized Needs

- Learning and development coaches will provide information about using assessments with English learners and children with disabilities.
- Instruments that are reliable and valid for use with special populations and age groups will be selected.
- Birth to Five Disabilities Coordinators and Health Coordinators will provide sites with information about screening for health and development issues.

measures of environmental quality and measures of adult-child interaction (see Table 1, List of Instruments Proposed by DOE).

Table 1. List of Instruments Initially Considered by DOE

Age Group	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions
Infant & Toddler	Ages & Stages Questionnaires Health and Behavioral Screening	Gold, Ounce Scale, Infant Toddler Child Observation Record, depending on curriculum	Infant Toddler Environment Rating Scale-Revised /Family Child Care Rating Scale-Revised	Arnett Caregiver Interaction Scale
Preschool	Early Screening Inventory-Revised (ESI-R) Health and Behavioral Screening	Work Sampling System, GOLD, Child Observation Record, depending on curriculum	Early Childhood Environment Rating Scale-Revised Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory	Classroom Assessment Scoring System, Supports for Early Literacy Assessment, Preschool Classroom Mathematics Inventory

This assessment steering committee, made up of representatives from state agencies, center-based providers including Head Start and Early Head Start, family child care providers, higher education and local education agencies, will convene within the first two months of the grant period (see the Action Plan at the end of this section) and will resolve assessment issues and decisions during four to five half-day sessions from February to April, 2012. In addition to focusing on assessment decisions within the birth through five continuum, the committee will provide feedback on the kindergarten entry assessment (see section E1 for details on the kindergarten entry assessment). During the first few months of the grant the steering committee will meet to:

Addressing Unique Program Needs

- Onsite technical assistance will be provided to help problem solve and support implementation.
- Agency assessment requirements will be aligned and not duplicated.

- Align current requirements to avoid duplication;
- Check that the system covers essential domains and can accommodate the curricula being supported during Grow NJ implementation; and

- Inform and review the training plan based on unique program characteristics.

(C)(2)(b) Strengthen Early Childhood Educators' understanding of the assessment purposes

To support early learning and development sites as they implement assessments, regional professional development from the assessment developers will occur throughout the state for all programs. Training of Trainers will also take place for County Technical Assistance Teams. The County Technical Assistance Teams are comprised of the following:

1. Learning and Development Coaches;
2. Health Service Coordinator;
3. Birth to Five Disabilities Coordinator; and
4. Family Engagement Coordinator.

Team members will bring their knowledge and expertise for their area and will assist sites as they use instruments with children with disabilities and English learners and ensure articulation with other agencies around assessment requirements. The coaches and coordinators (see Attachment 46 for guidance on the coach position) will provide training and on-site support during implementation alongside of the director/leader, using the principles of reflective practice.

Through the training modules and on-site assistance from the technical assistance team, each cohort (see B2) will receive professional development in all Comprehensive Assessment System components according to the Table in Section (C)(2)(d) below.

The Learning Coaches will provide specific feedback to teachers regarding the results of environmental quality measures as well as the findings from measures of quality adult-child interactions, and assist directors/leaders as they use the information. In addition to meeting about classroom-based results, the Learning Coaches will meet with teachers and leaders regularly to ensure the reliable collection of child information through portfolio review meetings to understand the growth and development of children over time while using formative assessments. The Health and Birth to Five Disabilities Coordinators will provide resources to help early learning and development programs acquire appropriate health and behavioral

screenings for children, and will provide training on screenings that can be administered by educators.

(C)(2)(c) Aligning assessments and sharing results

The grant will support alignment and sharing of assessment results using four Steps.

First, to ensure that assessment types are not duplicated or conflicting across programs, the assessment steering will conduct a crosswalk of assessment types used by Head Start, the State Preschool Program, Title I programs, and IDEA Part B and Part C.

Second, once the overlapping areas are identified, the steering committee will develop and distribute guidance around handling duplicate or overlapping assessments, and will provide guidance focused on sharing assessment information among multiple programs serving an individual child, subject to state and federal law concerning privacy and confidentiality.

Third, with the help of the County Technical Assistance Teams, the child and classroom assessment data from the comprehensive assessment system used by sites participating in Grow NJ will be entered by program leaders/directors in a Data Summary Tool (see Attachment 47 for *Data Summary Tool*). This tool provides a way for programs to summarize the results of their classroom and child assessment results, facilitates the interpretation of data, and use of reliability procedures, and guides programs in the use of data to inform professional development choices.

Fourth, the Data Summary Tool will be reviewed by the County Technical Assistance Teams to ensure that assessments occurring across auspices are not duplicative, and to understand where programs may need additional support. The steering committee will revise the Data Summary Tool, as necessary.

(C)(2)(d) Training Early Childhood Educators

The Department of Education will apply the strategies applied in the State Preschool Program to support implementation and interpretation of each assessment type. The training for each type of assessment, which will occur regionally, will be broken out into a six-year rollout beginning in

the 2012-2013 school year (see Attachment 48 for professional development plan), and delivered in cohorts of 50. Descriptions about how the training will be provided are below.

Formative Assessments

The formative assessment choices and training used will depend on whether the comprehensive curriculum chosen by the provider has a corresponding formative assessment (e.g. Child Observation Record for High Scope; GOLD for Creative Curriculum) for each age group. Professional development on appropriate use will be provided, as will reliability procedures. The Learning Coaches support the use of the instruments with onsite follow up.

Structured Classroom Observation Instruments (Interaction and Environment)

The Learning Coaches will be trained in the reliable use and interpretation of each instrument, through a Training of Trainer's model, and will in turn provide the information to site leaders/directors and teachers/caregivers in measures of environmental quality and adult-child interaction.

Screening Instruments

Like the supports for classroom-based assessments, a Training of Trainer's model will be used to bring appropriate health, behavioral and developmental screening instruments to programs. Appropriate uses and interpretation of these instruments will be emphasized, along with resources for children who are flagged during the screening process. The number of early childhood educators to be trained each year is below.

Number of Early Childhood Educators Trained by Year						
	2012	2013	2014	2015	2016	2017
School and center-based educators	3,410	6,820	10,230	13,640	15,306	16,971
Family child care educators	121	241	362	482	603	723

By the end of the grant, almost 12,000 school and center-based and 422 family child care educators will have received targeted training in Comprehensive Assessment System components. An additional 5,337 educators will be added to this total by 2018.

Action Plan

See below for the activities, timeline, and responsible parties to implement a Comprehensive Assessment System. The Project can also be found in Section (B)(4), Promoting Access to High Quality Early Learning and Development Programs for Children.

Project 4: Provide professional development regionally for evidence-based curricula and a Comprehensive Assessment System. <i>Selection Criteria: (B)(4) Focus Areas: (C)(2), (D)(2)</i> <i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Crosswalk the Birth to Three Learning Standards with the relevant components of the Comprehensive Assessment System	1/2012	Governor's Council, RTT-ELC Leadership Team
Work with the curriculum developers to demonstrate the alignment of <i>New Jersey Birth to Three Standards</i> with the comprehensive curricula	2/2012	Governor's Council, RTT-ELC Leadership Team
Incorporate the Standards into the Infant Toddler credential and into professional development modules	3/2012	Governor's Council, RTT-ELC Leadership Team
Assemble assessment steering committee to review Comprehensive Assessment System options	2/2012	RTT-ELC Leadership Team
Resolve assessment issues and make Comprehensive Assessment System decisions	4/2012	Assessment Steering Committee
Secure contracts, schedule regional training on curricula and formative assessment directly with developers	6/2012	RTT-ELC Leadership Team
Support programs in conducting self assessments and developing program improvement plans	8/2012 (ongoing)	County TA Teams
Support sites in selecting evidence-based comprehensive curricula and corresponding formative assessments	8/2012 (ongoing)	County TA Teams
Provide curriculum and assessment training in cohorts of 50, according to roll out plan	8/2012 (ongoing)	Agency Leaders, County TA Teams
After achieving reliability through a Training of Trainer's model, provide professional development to programs on using structured observation instruments and screenings	8/2012 (ongoing)	County TA Teams
Seek feedback from participating programs on effectiveness of training and areas for improvement	ongoing	County TA Teams
Provide follow up support to programs to ensure understanding and implementation of curricula and formative assessments	ongoing	County TA Teams

Review and adjust training plans for future cohorts after receiving County TA Teams' assessment of 2012 rollout	1/ 2013	RTT-ELC Leadership Team
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(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A

State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

- Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

Narrative (C)(4) Engaging and Supporting Families

New Jersey's plan to prepare programs to provide culturally and linguistically appropriate information and support to families of children with high needs and to promote families' role in the learning and development of their children includes three key goals:

1. Delivering a series of professional development modules tied to a progression of culturally-linguistically appropriate standards for family engagement across the Grow NJ Steps;
2. Increasing the number and percentage of early childhood educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and
3. Promoting family support and engagement statewide, across agencies, including by leveraging existing resources such as the 35 home visiting programs, 40 Family Success Centers, and the network of over 105 early learning and development programs implementing the Strengthening Families through Early Care and Education initiative (SFECE).

(C)(4)(a) Standards for Family Engagement

In order to determine which family standards to include in Grow NJ, a cross-walk was conducted by the Statewide Parent Advocacy Network that compares family engagement standards (see Attachment 49) across the state's early childhood systems (education, child care, health, prevention, and family support). The following family engagement standards were included:

Early Intervention (EI) Service Coordinator and Provider Competencies
New Jersey Department of Education Professional Standards for Teachers (Standard 9: Collaboration and Partnerships) and Administrators
Head Start Federal Performance Standards, Head Start Family Engagement Framework
Preschool Teaching and Learning Standards (Home, School and Community Partnerships)
Strengthening Families through Early Care and Education
Standards for Prevention Programs: Building Success through Family Support

The crosswalk was then used to determine common themes, and to develop a set of family standards that accommodates the diverse needs of young children and their families. Five

primary program standards were generated from the crosswalk covering each of the critical aspects of family engagement, as follows:

Standard	Example
Relate effectively to diverse families regarding the children in their care	Using active listening strategies to explain information to diverse families
Facilitate family understanding of children’s development	Connecting families to educational materials such as parenting and child development resources
Support family rights and link families with services and resources	Having support systems and services for children with special needs and their families, including informing parents of their rights and how to best advocate for their children
Support parent-to-parent connections to build protective factors and strengthen families	Using social networks of support such as parent advisory councils
Involve families in program improvement, decision-making and leadership	Encouraging family participation in parent surveys, IEP development, decision making about their children

Each of these common family engagement standards is built into Grow NJ to uniformly promote each program’s ability to optimize interactions with families. While standards from all of the crosswalk documents were considered, the family engagement standards from *Strengthening Families through Early Care and Education Standards* (Attachment 50), the *Head Start Parent, Family, and Community Engagement Framework* (Attachment 51) and *New Jersey Preschool Teaching and Learning Standards* (Attachment 11) formed most of the content for the family engagement standards found in

Meeting Children’s Particularized Needs

- New Jersey’s county-level parent-led councils will ensure ongoing, localized feedback and program feedback from the immediate community.
- Programs will have access to information about specific supports in the community based on children’s individual needs.

Grow NJ.

Grow NJ uses a building blocks model for its Steps. In this structure, all of the standards in one Step must be met before moving onto the next Step. As the Steps increase, the degree of family involvement amplifies. For example, at Step 2, families receive information about the program's curriculum. At Step 4, families collaborate with teachers and program leaders to make important programmatic decisions.

(C)(4)(b) Preparing Early Childhood Staff to Work Successfully with Families

To date, the following numbers of early childhood staff have received training consistent with these standards to work effectively with families:

- 750 child care staff have been trained in Strengthening Families through Early Care and Education;
- 664 child care family workers and Head Start staff have gone through the Family Development Credential training;
- 4,408 service coordinators and service providers have demonstrated competencies in working with families in the Early Intervention System; and
- 939 home visitors, Family Success Center staff, and other primary prevention staff have receiving training in the Standards for Prevention Programs.

New Jersey has set a target of 70 percent of all early childhood educators serving children with high needs to receive professional development in the progression of the standards for family engagement over the grant period, with the remaining 30 percent receiving training by 2018. This will be accomplished through creation of a series of professional development modules tied to the five Steps of Grow NJ. See below for the number of educators that will be trained by year.

Number of Early Childhood Educators Trained by Year						
	2012	2013	2014	2015	2016	2017
School and center-based educators	3,410	6,820	10,230	13,640	15,306	16,971
Family child care educators	121	241	362	482	603	723

A Training of Trainers series will equip 21 Family Engagement Coordinators with information to assist early learning and development settings as they present the family-related standards

through Grow NJ. The Training of Trainers series will be conducted starting in June, 2012 and will be complete in August, 2012. Beginning in September, 2012, the early childhood educators across programs will be trained in the family engagement standards in cohorts of 50. Module topics are provided below (Attachment 29).

<i>Supporting Children's Development and Learning at Home</i>
<i>Building Reciprocal Relationships with Families</i>
<i>Engaging Families in the Classroom and School/Center</i>
<i>Language Acquisition and Maintaining the Home Language</i>
<i>Community Connections for Families</i>

(C)(4)(c) Promoting Family Support and Engagement Statewide Establishing County-Level Councils

New Jersey will establish 21 county-level Councils for Young Children as a part of the State Plan. The Councils, comprised of 51 percent families, will be charged with publicizing Grow NJ and engaging local stakeholders to ensure a mechanism for feedback to the Governor's Council and agencies on the extent to which Grow NJ works for families. The Department of Children and Families, Division of Prevention and Community Partnerships, will serve as the lead on this grant task. DCF's role will be to hire a Project Director to oversee the 21 county-level Councils and an administrative staff person to provide support to the Project Director. 21 Family Engagement Coordinators will establish, oversee and ensure the fidelity of the parent-led Councils. The Family Engagement Coordinators will also recruit county-level Council members and ensure the composition consists of 51 percent families (see Attachment 52 for County Councils positions).

The Role of the Family Engagement Coordinators

In addition to overseeing the County Councils, participating in the Training of Trainers series and providing family engagement strategies to early childhood educators, the county-based Family Engagement Coordinators will do the following:

- Develop county maps detailing the location of

<p>Addressing Unique Program Needs</p> <ul style="list-style-type: none"> • New Jersey's Family Engagement Coordinators will provide current local information tailored to local family needs, by county, for services and supports.
--

all family support, engagement, and empowerment programs and services in their county and a summary of what they offer.

- Ensure that information about these resources is disseminated to all early childhood providers and family oriented agencies in their county, as well as make this information directly available to families as needed.
- Use a standard protocol to connect families with services from the county resource map/directory, as well as accessing and helping families access resources and other information from NJ Parent Link, the state's comprehensive early childhood website.
- Develop strong relationships with existing early childhood family engagement and support programs in their county such as home visiting programs, Special Education, Bilingual, and Title I Parent Advisory Councils (SEPACs, BPACs, and Title I PACs), early intervention service coordination units, Special Child Health Services Case Management Units, Statewide Parent Advocacy Network staff, and other family-serving agencies.
- Work closely with the parent-majority County Councils for Young Children to engage parent leaders in promoting family support, engagement, and empowerment. Tools and information for families about the competencies and standards will be developed, translated, and widely disseminated.
- Track numbers and types of communications with families to measure progress toward connecting families to resources, by aggregating information about use of early learning and development program information (Grow NJ), the number of families participating on County Councils, and the number of families referred to services.

Funding Resources to Support Implementation

The major investments required to support these family engagement activities will be from Department of Children and Families to staff the County Councils and from Department of Human Services, which will redirect existing positions to cover the Family Engagement Coordinators.

Action Plan

Project 2: Establish County-level Councils for Young Children and provide family engagement support

<i>Selection Criteria: (A)(3) Focus Area: (C)(4)</i>		
<i>Lead Agency: DCF, Governor's Council</i>		
Key Activities	Timeline	Responsible Parties
Appoint County Council Project Director and Administrative Assistant	2/2012	DCF
Meet with Governor's Council to establish policies and practices for linking County Councils for Young Children to Governor's Council	2/2012	RTT-ELC Executive Director, County Council Project Director
Convene family engagement organizations across the state to seek feedback and confirm roles and responsibilities (e.g., support with Council outreach)	2/2012	Exec. Director, County Council Project Director
Appoint Family Engagement Coordinators	3/2012	DHS with Exec. Director
Host Family Engagement Coordinator orientation (share mission, key goals, activities, milestones, and organizational structure; assign performance targets)	3/2012	Exec. Director, County Council Project Director
Identify local businesses and agencies to partner in work	4/2012	Family Engagement Coordinators
Support Family Engagement Coordinators in development of county-level publicity plans and work plans to launch County Councils	4/2012	County Council Project Director, Agency Leaders
Develop statewide family publicity campaign strategy and materials	4/2012	County Council Project Director
Participate in Grow NJ publicity campaign and lead targeted County Council campaign	4/2012 – 7/2012	Family Engagement Coordinators
Launch Councils for Young Children in each county with 51 percent family representation	7/2012	Family Engagement Coordinators
Provide family engagement training to Grow NJ programs	8/2012 (ongoing)	Family Engagement Coordinators
Visit Grow NJ sites to identify areas for improvement and coach programs in family engagement	8/2012 (ongoing)	Family Engagement Coordinators
Attend Council Meetings, share feedback from Council with other County TA Team members and RTT-ELC Leadership Team; ensure Council is connected to Governor's Council	Ongoing	Family Engagement Coordinators
Report data to County Council Project Director on Council's progress in engaging families and promoting and providing feedback on Grow NJ	Bi-monthly	Family Engagement Coordinators

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(D) A Great Early Childhood Education Workforce

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- A great early childhood workforce requires strong preparation that is aligned with core common knowledge and competencies that effectively promote children's learning and development.
- The NJ Core Knowledge and Competencies Framework is aligned with the state's career lattice that lays out a common progression of credentials and degrees.
- Through the RTT-ELC grant, the Governor's Council and the RTT-ELC Leadership Team will work with professional development and preparation providers across the state to facilitate further adoption of the Framework and incorporation of the Framework into coursework and curricula.
- New Jersey has a remarkably robust, user friendly Workforce Registry that aligns with the state's Core Knowledge and Competencies Framework, monitors scholarships, and tracks early childhood educator progression through the state's career lattice.
- Through a targeted publicity campaign, educators will learn about Grow NJ and the career advancement opportunities available through the program.
- Incentives will be provided so that educators can take advantage of the Workforce Registry, gain valuable training, and advance their credentials.

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is

designed to promote children's learning and development and improve outcomes.

Narrative (D)(1): A Great Early Childhood Education Workforce

New Jersey will use this grant to initiate and sustain a workforce initiative that creates a pipeline of increasingly qualified teaching staff, leaders, and professional development and coursework providers by building on a unified NJ Workforce Knowledge and Competencies Framework to aid in the attainment of three key goals:

1. Modify NJ Core Knowledge and Competency Framework so that it is used more effectively by professional preparation providers.
2. Evaluate the content and quality of professional development and preparation offerings and alignment with the State's Framework.
3. Create a professional development and preparation network to facilitate further adoption of the Framework.

(D)(1)(a) Developing a workforce knowledge and competency framework designed to promote children's learning and development and improve child outcomes

A workforce knowledge and competency framework is essential to ensuring that all workers, no matter their role within the early care and education system, are able to perform their work effectively with and on behalf of young children. With the aim of creating a qualified and competent workforce, the workforce subcommittee of the NJ Council for Young Children (Governor's Council) has already begun the important work of creating one set of core knowledge and competencies for the early care and education workforce to ensure that:

- a) All members of the workforce, regardless of sector, are able to support children's social, emotional, and physical development, have knowledge of early literacy, math and science to ensure all children transition between programs with necessary readiness skills, and know how to enact culturally responsive and family-supportive pedagogies; and
- b) Professional development and preparation programs for members of the early care and education workforce are aligned with this unified framework of core knowledge and competencies.

The Status of New Jersey's Core Knowledge and Competency Framework

In consultation with key stakeholders (two- and four-year institutions, NJAEYC, Child Care Resource and Referral agencies, infant-toddler specialists, Head Start representatives), the Governor's Council workforce subcommittee selected the core knowledge and competencies framework in use by Professional Impact NJ (the state's professional development institute grantee that administers the Workforce Registry) to serve as the official Core Knowledge and Competency Framework for all members of the workforce in New Jersey's early care and education system (see Attachment

Meeting Children's Particularized Needs

- The NJ Core Knowledge and Competency Framework provides a common set of competencies to support children with special needs, English learners, and children with challenging behavior.
- Specific competencies are provided for educators serving infants and toddlers.

16). The Framework spans services birth through age 8 and addresses core knowledge and competencies in seven areas - child growth and development, curriculum, family and community relationships, assessment and evaluation, professionalism and leadership, program organization and management, and health, safety, nutrition and physical activities.

A crosswalk of all available sets of core knowledge and competencies revealed that the chosen framework requires further explication with regard to the use of data to inform decision making, curriculum content in math and science, and guiding children with behavioral issues (Attachment 53, *Alignment of Core Knowledge and Competencies*). The workforce subcommittee of the Governor's Council is now working on incorporating this knowledge into the Framework. It is anticipated that the updated *NJ Core Knowledge and Competencies Framework* will be complete and reflected in the Workforce Registry by December 2011. Therefore, by the end of the year the comprehensive Framework will be ready for use by all professional preparation providers to guide professional development and coursework offerings.

(D)(1)(b) Developing a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework

The early childhood workforce is characterized by enormous variation in qualifications and the availability of job-related training and professional development. Unlike the K-12 sector, the pipeline for practitioners does not begin with pre-service teachers with a four-year degree in their

early 20's. Instead, the early care and education teaching workforce represents a wide range of linguistic backgrounds, ethnicity, education levels, and ages, depending on job title and auspice. (Herzenberg et al. 2005; Whitebook et al. 2006, Gilliam & Marchessault 2005; Herzenberg et al. 2005; Saluja et al. 2002).

Because of the wide variation in qualifications and characteristics of the early care and education workforce, and the fact that many educators who require ongoing training and development are non-traditional students trying to balance competing family and work demands on a minimal income, it was necessary to create a career lattice with multiple entry points. New Jersey's multilevel Career Lattice addresses education and professional development needs along with the baseline of work experience expected of entry level teaching assistants with a High School Diploma or GED through to those who have a doctoral degree and may be teacher educators or program administrators (see Attachment 16- see NJ Career Lattice)

Addressing Unique Program Needs

- To accommodate the range of qualifications found in the early childhood workforce, the NJ Career Lattice provides multiple opportunities to further core competencies through professional development and coursework.

The NJ Career Lattice is an easy-to-understand display of steps in a person's professional development, from entry level through the various degree programs. The Career Lattice reflects state and national standards and the existing courses of study in New Jersey institutions of higher education. The Career Lattice changes as these standards and programs evolve. The Career Lattice is aligned with the NJ *Core Knowledge and Competency Framework*. Six credentials specifically focused on early care and education are offered through a range of institutions. These credentials are as follows:

- Child Development Associate (CDA), a national credential administered by the Council for Professional Recognition in Washington, D.C;
- Certified Child Care Professional (CCP), a national credential administered by the National Child Care Association in Washington, D.C.;
- New Jersey Infant/Toddler Credential administered by the Coalition for Infant/Toddler Educators (CITE) and Professional Impact New Jersey (PINJ);

- Child Development Specialist (CDS), a credential to enhance the skills of teachers and assistants working in child care and preschool centers.
- Preschool to third grade standard teaching license (P-3), administered by the New Jersey Department of Education; and
- New Jersey Administrators' Credential, a statewide credential administered by Professional Impact New Jersey and recognized by the National Association for the Education of Young Children (NAEYC).

While the NJ Career Lattice is remarkably comprehensive, reflecting early childhood credentials, experience, and pathways for improvement across all work roles, there has not been careful scrutiny of the quality of the professional development and preparation system that leads to these credentials since 2003 (Lobman et al. 2004). To address this concern, the workforce subcommittee of the Governor's Council is already engaged in two important activities in collaboration with the Center for the Study of Child Care Employment.

1. The subcommittee is mapping the early childhood professional preparation and development system for all members of the workforce so that it will be possible to see where various credentialing programs are offered for leadership and direct teaching roles. This work will be completed by May 2012.
2. The subcommittee is conducting an audit of the quality of these professional development and preparation offerings focusing on expertise of teacher educators, coaches and professional development providers and assessing the match or lack thereof between curriculum offerings and the revised Core Knowledge and Competency Framework. This work will be completed by December 2012.

Visibility into program offerings and the quality of those offerings will enable the state to plan carefully where new programs leading to particular credentials are needed and to develop resources to support preparation providers in improving the quality of their professional development and coursework.

(D)(1)(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework

Alignment of early childhood educator preparation programs to the *Workforce Knowledge and Competency Framework* is not new to our state as two- and four-year providers worked with the State Department of Education to develop the P-3 credential linked to New Jersey's early learning standards. A survey of New Jersey's two- and four-year institutions indicates that early childhood preparation curriculum in all of these 28 institutions is currently aligned with the State's Framework. The next phase will involve engaging with professional development providers and those in higher education to ensure that their professional development and coursework fully incorporate the NJ Core Knowledge and Competencies Framework.

Creation of a professional development and preparation network

To facilitate further incorporation of the Framework, a Professional Development and Preparation Network will be created that will consist of a virtual repository of Framework-related resources located on the NJ Workforce Registry and regular regional meetings that bring early childhood teacher educators together in a learning community. This Network will be convened in February 2013 and will be led by the Governor's Council workforce subcommittee. The aim of this Network will be to:

1. Accelerate the integration of the NJ Core Knowledge and Competencies Framework into coursework and curricula.
2. Build a learning community that will gather post secondary trainers' input on key workforce development issues and focus on practical strategies to address these issues.
3. Supplement the Workforce Registry's repository of web-based resources around the NJ Core Knowledge and Competencies Framework and facilitate the ongoing collection of data on the alignment of coursework and curricula with the Framework.

The Network will initially bring providers together to discuss results of the workforce subcommittee mapping and quality audit. Areas of need based on the audit will be addressed and providers will be given training on how to access the online Workforce Registry to find relevant

Framework resources. Updated material on the following focus areas will be shared: mathematics and literacy curriculum and pedagogy with young children, using data to inform decision making, and meeting the needs of diverse student populations— one of the biggest gaps in the content of current higher education programs, and professional development offerings (Maxwell et al. 2006).

The meetings of the Network early learning community will provide a forum for addressing workforce development issues and sharing best practices, such as helping early childhood educators more effectively meet the needs of English learners and children with challenging behaviors. By facilitating this learning community through the RTT-ELC grant, the state will break down institutional and geographic barriers that typically prevent post secondary providers from coming together. Convening providers will also enable the Governor's Council to identify areas where alignment with the Framework is lacking and what additional web-based or other resources may be needed.

The Network will also address the issue of inconsistency in post secondary personnel's expertise and qualifications. Experts have questioned whether there are sufficient numbers of skilled teacher educators and trainers with current knowledge in early learning and development, recent teaching experience in early childhood classrooms, and experience with teaching diverse adult learners to meet current workforce need (Whitebook et al. 2009b; Hyson et al. 2009; Maxwell et al. 2006). Studies of New Jersey's professional preparation and development system (Lobman, Ryan & MacLaughlin 2005) echo these national findings. The Network will address this issue by providing easy to access resources for trainers to improve their understanding of the NJ Core Knowledge and Competencies Framework and a learning community where they can learn from others about innovative practices to upgrade their expertise.

Annually, Network participants will be asked to provide data on their coursework and professional development opportunities and the extent to which they have incorporated the Core Knowledge and Competency Framework. Analysis of that data will help drive program development and training in ongoing areas of need.

Resources for the Project

The Governor's Council will finish revisions of the framework and conduct the mapping and evaluation of professional development and higher education early childhood educator content. A Department of Education RTT-ELC Agency Leader will assist the Council in the creation of the Professional Development and Preparation Network. See budget details in Section VIII, Budget Part I – Narrative, Project 7.

See (D)(2) and (B)(4) for Workforce and Professional Development and Technical Assistance Team Action Plans, including activities, timeline, and responsible parties.

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

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these

should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).

Narrative (D)(2) Supporting Early Childhood Educators to Improve their Knowledge, Skills and Abilities

Research shows that the quality of education that young children experience is directly linked to the qualifications of instructional staff, both teachers and leaders. However, the wages and benefits for early childhood professionals remain among the lowest of any occupation, contributing to a host of problems that impact the quality of services, such as high turnover, and declining educational levels among teachers (Herzenberg et al. 2005; Whitebook & Ryan 2011).

New Jersey is a leader in early education workforce development because of its ground breaking work with the State Preschool Program. In less than a decade, a system of early childhood professional development and preparation was developed, an under qualified teaching workforce was transformed to a qualified one, and parity between teacher credentials in the State Preschool Program and K-12 public schools was established. As a result, the state now has a qualified teacher in every publicly funded preschool program and the Preschool to Third Grade early childhood-specific credential is offered through a range of alternate route and traditional pathways. This proposed State Plan builds upon the state's experience with the State Preschool Program and the work of the Governor's Council and will lead to dramatic improvements in the quality of the early childhood workforce as a whole.

With this grant New Jersey will significantly advance early childhood educators' core competencies by engaging in four key goals:

1. Implement a targeted professional development initiative aimed at improving the competencies of early childhood educators.
2. Encourage early childhood educators to improve their credentials and move up the Career Lattice by providing incentives linked to credential attainment.
3. Obtain accurate workforce data using the New Jersey Workforce Registry to better track and accommodate the early childhood workforce.
4. Expand the number of programs aligned with the Core Knowledge and Competency Framework and dramatically increase the number of early childhood educators taking advantage of these programs and advancing through the Career Lattice.

(D)(2)(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Core Knowledge and Competency Framework

Three types of training aligned with the NJ Core Knowledge and Competency Framework will be provided for educators participating in Grow NJ:

1. Regional curriculum and assessment training from curriculum developers for comprehensive early childhood curricula and corresponding assessments, such as High Scope/Child Observation Record, Creative Curriculum/GOLD, and Tools of the Mind/Work Sampling System;
2. Professional development by County Technical Assistance Teams in common standards in early learning, comprehensive assessment, health, special education, and family engagement and services that align with the Core Knowledge and Competency Framework (see Attachment 16); and
3. Targeted on-site assistance provided by Learning Coaches and other County Technical Assistance Team members.

Meeting Children's Particularized Needs

- Comprehensive assessment training for early childhood educators will enable them to document and assess every child, conduct behavioral and health screenings, and use their observations to inform interaction and activities.
- Targeted training will be offered to early childhood educators to optimize supports for English learners and children with special needs.

In preparation for participation in Grow NJ, early learning and development programs will evaluate their program's features using a self-assessment based on the Grow NJ instrument. Learning Coaches will then work with programs to use the information to develop a program improvement plan targeted to the program's needs that includes specific choices for educator professional development including curricula selection and standards-based training modules, such as, adult-child interactions, supports for English learners, using the learning standards, supporting children with challenging behavior and oral health practices. In addition to training in curriculum and the Grow NJ standards, programs will receive onsite assistance that includes one-

on-one coaching and feedback. County TA Teams will work with educators to identify areas for improvement and provide coaching on how to address those areas. MOUs with higher education and professional development entities will tie completion of Grow NJ professional development, including curriculum, assessment, and modules training to course credits or hours toward a credential.

County TA Teams will offer a specialized program of professional development for early childhood leaders participating in Grow NJ. This leadership program will draw on the work already begun by the Department of Education (see Attachment 54, Director's Training Course) and will also link to credit bearing coursework.

(D)(2)(b) Implementing policies and incentives that promote professional development and career advancement that is aligned with the Framework

Over the initial six years of the rollout of Grow NJ, New Jersey will be targeting 2,695 early childhood sites of which 723 are family child care settings. Within these sites there are approximately 14,999 teachers and teaching assistants, 1,972 directors and 723 family child care providers, totaling 17,694 early childhood educators. During initial Grow NJ site visits, county teams will begin by assessing the professional development needs of practitioners at each site and will help identify paths to improving credentials and advancing through the NJ Career Lattice. To help advance the credentials of all early childhood workers within the system, financial support will be available to eligible family child care providers, teachers, teacher assistants, and leaders/directors outside of the state preschool program (10,720 educators) to obtain early childhood degrees tied to specific program improvement plans, ranging from the Infant Toddler Credential to the Preschool to Third Grade Certificate. See targets in Section (D)(2)(d).

Financial support will take the form of scholarships in the amount of \$3,000 for site directors, family child care providers, and teachers and \$1,000 for teaching assistants. The scholarship program will be managed through a DHS contract or MOU. To be eligible for a scholarship, practitioners must commit to advancing through the Career Lattice according to professional development plans developed with County TA Teams.

As staff advance through the Career Lattice, programs will be able to reach higher Steps in the Grow NJ tiered system. Based on the site's step, the program will receive a 5 percent (Step 3), 10 percent (Step 4), or 20 percent (Step 5) increase in the rate of funding for subsidized children. The combination of professional development, career advancement and better reimbursement of subsidized children will improve overall program conditions. The reimbursements will be distributed by Child Care Resource and Referral Agencies through the existing contract with the Department of Human Services.

(D)(2)(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement and retention

New Jersey's existing Workforce Registry is well-equipped to aggregate and share data on the development, advancement, and retention of the Early Childhood Educator workforce. The Workforce Registry, administered by Professional Impact NJ and recently updated in March 2011, collects information on practitioners' educational achievements and experience. The New Jersey Registry is linked to the state's Career Lattice, helping practitioners find pathways to advance to the next level.

Addressing Unique Program Needs

- Customized on-site coaching will support the unique needs of Early Learning and Development Programs.
- The NJ Registry will inform where training gaps exist in the workforce.

The New Jersey Workforce Registry serves as a state-of-the-art early childhood workforce management system that is customized to collect and maintain data, bring recognition and professionalism to the field, and inform policymakers about the early childhood workforce. With the RTT-ELC grant, it will also be linked to other statewide data systems that will help build and enhance instruction, practices, and services, and provide much needed access to current and complete data. The NJ Workforce Registry contains elements that can improve the connection of data collected about the early childhood workforce such as unique program identifier, program site data, unique individual identifiers, and individual workforce demographic data – including race/ethnicity, gender, age, experience, education, credentials, and compensation. The system has the capacity to manage transcripts, scholarships, and licensing approval reports. In August

2011, the New Jersey Registry successfully completed the National Registry Alliance Partnership Eligibility Review, which has only been achieved by six states nationally.

Despite this extensive resource, the Workforce Registry is voluntary for the most part. A snapshot of the NJ Registry as of July 13, 2011 indicates that there are only 6,076 users of the registry. Consequently, the registry cannot as yet provide accurate information to identify patterns in New Jersey's early care and education workforce, track improvement of credentials, and identify shortages of early childhood workers by sector. Some data is available from higher education institutions and Child Care Resource and Referral Agencies but in general these reports but will only be useful for policy and planning purposes when participation is more extensive.

To address this challenge and improve the state's ability to aggregate, analyze, and report data, the RTT-ELC grant will be used to promote awareness of the Registry and the benefits of participation, including recognition for Career Lattice advancement and resources to implement the NJ Core Knowledge and Competency Framework. The RTT-ELC grant will also be used to enroll all Grow NJ educators in the Workforce Registry. The Grow NJ publicity campaign starting in April 2012 will incorporate information for educators about the Registry, and Registry drives will be held throughout the state. By the end of the grant period, over 12,000 educators will be registered, and by the end of the Grow NJ rollout, close to 18,000 educators will be registered.

Enhancing the collection of information about the workforce will enable New Jersey to generate reports on the number, qualifications and characteristics of the early childhood workforce across the state, especially in those sites serving children with high needs. With this information, the state will be able to identify where additional information is needed, and more importantly, use data to generate and improve policy and practice. It will help New Jersey better capture early childhood educator retention rates and generate ways to reduce turnover.

(D)(2)(d) Setting ambitious yet achievable targets

Today, all 28 of the state's professional development and preparation providers offer early childhood educator credentials that are aligned with the NJ Core Knowledge and Competency

Framework (Table (D)(2)(d)(1)). However, while each of these early childhood preparation providers offers the content of the Framework, the quality of coursework and professional development varies dramatically. To ensure that all of the participating two-year, four-year and other professional development providers are providing comparable information and coursework to early childhood educators and leaders, an evaluation of the quality of these professional development and preparation offerings is being conducted by the Governor’s Council. See Section (D)(1)(b) for details. This work will be completed by December 2012.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	28	28	28	28	28
Total number of early childhood educators credentialed by an “aligned” institution or provider	4,317	4,942	6,882	9,183	10,928
The data indicated above are based on actual numbers as reported by postsecondary institutions and captured in Table (A)(1)-11. Data for Table (A)(1)-11 was obtained via survey of two-year and four-year institutions. Currently, 12 of 35 institutions are either not aligned to the Workforce Knowledge and Competency Framework or do not adequately track data on credentials. The projections represented above indicate the alignment of all institutions with the Workforce Knowledge and Competency Framework and collecting data					

The state has set an ambitious goal to dramatically expand the number of credentialed educators from 4,317 today – mostly in the State Preschool Program – to 10,928 credentialed educators by the end of 2015 (from aligned institutions). This target reaches 62 percent of the Grow NJ workforce of 17,694 early childhood educators at full implementation, serving over 70 percent of children with high needs birth to five. Progression through the Career Lattice will occur at family child care and center-based sites (3,573 credentials) as educators advance their credentials using Grow NJ scholarships, and in the State Preschool Program and other Department of Education Preschool Program sites (3,038 credentials) as educators take advantage of expanded and improved offerings across the state.

The additional support created through Grow NJ will dramatically increase the number of qualified early childhood educators and leaders in the state. By the end of 2015, an estimated 1,584 additional educators will attain the P-3 credential, 743 more leaders will be prepared to support teachers through the NJ Administrator credential, an additional 784 educators will take advantage of the CDS credential, 655 will attain the Infant-Toddler credential (a significant area of need for New Jersey), 2,073 will attain the Child Development Associate, and 772 more providers will attain the Child Care Professional credential.

By the end of 2017, 10,720 educators will have accomplished credit hours toward the completion of a credential through Grow NJ training, with 5,360 of these educators taking advantage of scholarships to advance their credentials along the NJ Career Lattice and NJ Core Knowledge and Competency Framework.

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)*	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: P-3</i>	3,324	40.4%	3,480	42.3%	4,030	49.0%	4,430	53.9%	4,908	59.7%
Credential Type 2 <i>Specify: NJ Administrator</i>	225	11.4%	350	17.7%	525	26.6%	775	39.3%	968	49.1%
Credential Type 3 <i>Specify: CDS</i>	87	1.2%	234	3.1%	495	6.6%	674	9.0%	871	11.6%
Credential Type 4 <i>Specify: Infant/Toddler</i>	198	2.6%	216	2.9%	453	6.0%	721	9.6%	853	11.4%
Credential Type 5 <i>Specify: CDA</i>	324	4.3%	418	5.6%	931	12.4%	1,908	25.4%	2,397	32.0%
Credential Type 6 <i>Specify: CCP</i>	159	2.1%	244	3.3%	448	6.0%	675	9.0%	931	12.4%
The above baseline data represent estimations of certifications held. Estimations are based on a needs assessment conducted of staff in birth through five settings, as well as actual data from the State's preschool program.										

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)*	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Percentages are based on the total number of Grow NJ teachers and family care providers for the P-3 credential (8,223 people); the total number of Grow NJ directors for the NJ Administrator Credential (1,972 people); and the total number of Grow NJ teacher assistants for the CDS, Infant/Toddler, CDA and CCP (7,500 people).										
*Baseline data is unavailable for degrees attained (e.g., Associates in Early Childhood Education). Therefore, information on degrees attained was not included. Please see Table (A)(1)-11 for one-year data that is available on degrees attained.										

Higher education or credentialing scholarships	2012	2013	2014	2015	2016	2017
Teacher and site director scholarships provided (cumulative)	533	1,067	1,600	2,133	2,667	3,200
Teacher assistant scholarships (cumulative)	360	720	1,080	1,440	1,800	2,160
Total scholarships (cumulative)	893	1,787	2,680	3,573	4,467	5,360
% of Grow NJ workforce outside of the State Preschool Program	0	0	25%	33%	42%	50%

Action Plan

Project 7: Increase Participation in the Workforce Registry and improve workforce competencies.		
<i>Selection Criteria: (B)(4) Focus Areas: (D)(1), (D)(2)</i>		
<i>Lead Agency: DHS</i>		
Key Activities	Timeline	Responsible Parties
Finalize system and policies for workforce registry incentives	4/2012	DHS, DOE
Develop and execute Memoranda of Understanding with	4/2012	RTT-ELC Leadership

universities for assistance in regional credentialing and attaching credit to participation in ongoing professional development		Team
Incorporate workforce registry and incentives into Grow NJ publicity campaign	4/2012 (ongoing)	RTT-ELC Leadership Team
Complete mapping of Professional Development and preparation providers and offerings	5/2012	RTT-ELC Agency Leader
Link Workforce Registry to Grow NJ data system	7/2012	RTT Agency Leader
Host Workforce Registry registration drive at local CCR&Rs and Family Success Centers	8/2012 (ongoing)	County TA Teams
Begin offering incentives	10/2012 (ongoing)	DHS
Begin regional training for Infant Toddler Credential, Child development Associate and Preschool to Grade 3 Certificate.	9/ 2012 (ongoing)	CCR&Rs, Higher Ed
Complete audit of PD and Preparation Provider quality	12/2012	Governor's Council
Convene Professional Development and Preparation Network to share resources and initiate learning community	2/2013	RTT-ELC Agency Leader, Governor's Council
Link Registry to NJ-EASEL	Early 2013	NJ-EASEL Development Team

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(E) Measuring Outcomes and Progress

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- New Jersey has piloted a formative, criterion-referenced assessment in two school districts, and will expand the system to a statewide kindergarten entry assessment which supports good teaching by informing instructional practices, monitoring child progress over time, and linking proficiency rates to other variables as captured in the State's data system NJ SMART throughout the child's early elementary experience.
- A joint effort of all the participating state agencies will leverage data integration through NJ-EASEL to capture child, agency, professional development, and Grow NJ rating information for use by the Early Learning Commission in determining relevant policies and resource allocation and by families in the selection of a provider that best matches their needs.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

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

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Narrative (E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry

Readiness and early school achievement are bi-directional concepts that focus both on children's current skills, knowledge, and abilities and on the conditions of the environment in which children are reared and taught (Meisels, 1996).

Context for Readiness

New Jersey defines readiness as both the competencies and skills of children and the readiness of programs to meet the needs of children. At the heart of readiness is the extent to which programs embrace standards that encompass a developmentally appropriate range of young children's dispositions and abilities. To this end, New Jersey's standards focus on both what children should know and be able to do and what early childhood educators should teach. They are the basis for understanding the learning progression of all children, including the readiness of preschool children with disabilities and English learners.

To ensure readiness for kindergarten, New Jersey has built comprehensive preschool standards and has adopted the Common Core Standards for kindergarten. Each set of standards includes corresponding teaching practices designed to aid school districts and classroom teachers in implementing developmentally appropriate curricula (see Attachment 55, LAL Sample Teaching Practices and Attachment 56, Math Sample Teaching Practices).

New Jersey also introduced *Kindergarten Implementation Guidelines* in 2011 (New Jersey Department of Education 2011). Designed to give administrators and teachers guidance and resources to effectively implement the components of a high-quality kindergarten program, the document also spells out appropriate assessment in the kindergarten year.

New Jersey has set one key goal for understanding children's status at kindergarten entry:

1. Implement a comprehensive, reliable, and valid kindergarten readiness assessment at entry to kindergarten throughout New Jersey to a) understand the impact of the state's early learning and development programs on children's learning, b) inform program adjustments, and c) inform instruction in the kindergarten year.

Use of a Criterion-Referenced Assessment to Measure Kindergarten Entry Skills

While New Jersey will continue to use third party evaluations to track both program quality and impact on children's learning and development at kindergarten (Frede 2009), the state will use a criterion-referenced assessment as its measure of kindergarten readiness, as it covers all domains of school readiness, is administered within the first few months of school entry, conforms with the recommendations of the National Research Council, and is valid and reliable in its ability to inform efforts to close the achievement gap and to inform instruction. Unlike a one-time assessment of readiness, a formative, criterion-referenced assessment is designed to help teachers understand children's knowledge and skills while informing adjustments to instruction and the learning environment to scaffold the child's learning. New Jersey will implement a criterion-referenced observational assessment that is administered by teachers. Information about children's skills will be collected in the first two months of kindergarten and a developmental checklist will be completed that will be based on:

Meeting Children's Particularized Needs

- Results of the assessment will inform children's instruction during the kindergarten year by providing reliable information about children's current skills levels and helping teachers determine areas on which to focus.
- The results will also inform how well programs are working toward improving children's skills and competencies for each population, including children with disabilities and English learners.

- Developmental Guidelines, which give teachers a set of observational criteria that are based on national standards and knowledge of child development; and
- Portfolios of purposeful collections of children's work that illustrate children's efforts, progress and achievement.

New Jersey began a pilot of one such system, the Work Sampling System, as a measure of kindergarten entry skills starting this school year (2011-2012). This pilot is taking place in two school districts, Red Bank and Orange, with 538 kindergarten students. Statewide implementation of a criterion-referenced assessment will begin in 2013.

(E)(1)(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

Criterion-referenced assessments like the Work Sampling System (Meisels et al., 2003) are standards-based and curriculum-embedded and can be used to measure children's skills on all indicators within the seven domains listed below. These indicators are aligned with the State's

Preschool Teaching and Learning Standards (Attachment 57) and with the Common Core English Language Arts (Attachment 58) and Mathematics standards (Attachment 59). Each of these domains aligns with the required domains of readiness, as indicated in the table below.

Work Sampling System Domains	Domains of Readiness
<ul style="list-style-type: none"> • Language and Literacy 	<ul style="list-style-type: none"> • Language and literacy development
<ul style="list-style-type: none"> • Mathematical Thinking • Scientific Thinking • Social Studies • The Arts 	<ul style="list-style-type: none"> • Cognition and general knowledge (including early math and early scientific development)
<ul style="list-style-type: none"> • Personal and Social Development 	<ul style="list-style-type: none"> • Approaches toward learning*
<ul style="list-style-type: none"> • Physical Development 	<ul style="list-style-type: none"> • Physical well-being and motor development
<ul style="list-style-type: none"> • Personal and Social Development 	<ul style="list-style-type: none"> • Social and emotional development

Approaches toward Learning, in the case of the Work Sampling System, are integrated in the Personal and Social Development domain through the measurement of children’s demonstration of:

- Self direction in actions;
- Persistence in tasks;
- Approach when encountering a problem;
- Initiative-taking; and
- Sustained attention to a task over a period of time, even after encountering problems.

(E)(1)(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities

New Jersey has chosen to model its system around other states’ efforts to use criterion-referenced assessments to assess readiness. In states like Maryland and Minnesota, criterion-reference assessments have been shown to reliably measure children’s skills. In addition, studies of reliability and validity of criterion-reference tests like Work Sampling System show that teacher ratings of children’s performance in the areas of language and literacy and mathematical thinking sections are correlated with children’s performance on the math, language, and literacy

subscales of the Woodcock-Johnson Revised Tests of Achievement and that the system can be used reliably with English learners and children with disabilities (Meisels et al. 2003).

In addition to being a reliable measure of children’s skills at kindergarten entry, evidence suggests that criterion-referenced tests can have predictive validity. Both Minnesota (Reynolds et al. 2011) and Maryland (Maryland State Department of Education 2011), for example, found that proficiency on the Work Sampling System Developmental Checklist predicted scores on state tests at third grade.

Performance Targets

It is expected that as the percentage of sites progressing through Grow NJ attain higher Steps, proficiency rates at kindergarten entry will increase concurrently. Below is a chart describing kindergarten readiness targets for New Jersey that tie quality improvements to proficiency rates. For states using criterion-referenced tests, like Work Sampling System, a 75 percent proficiency rate is associated with meeting or exceeding standards on the state reading and math tests at third grade.

Expectations for Readiness Testing for High Needs Children Entering Kindergarten						
	2013	2014	2015	2016	2017	2018
Percent of programs at Steps 4 and 5	26%	30%	44%	50%	53%	60%
Total number of students tested	19,750	39,500	59,250	79,000	98,750	118,500
Total number of students tested that are high needs	19,750	34,365	34,365	34,365	34,365	34,365
Average proficiency rates for districts with high concentrations of children with high needs (target of 75% proficiency or better)	45%	53%	63%	70%	75%	75%

(E)(1)(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

Several New Jersey school districts already piloting criterion-referenced assessments like Work Sampling System in kindergarten. In 2013-2014, the state will begin to implement training in a criterion-reference assessment. Ultimately reaching 4,700 kindergarten teachers over a six-year

time frame, the training in the assessment will be delivered each year in cohorts of 30 over a four-week period from late August and through mid September each year, starting in September 2013. This approach will allow each cohort to have a minimum of six weeks to use the system prior to analyzing and reporting data from the first collection period. Direct professional development from the publisher will be delivered, to cover both how to collect the data and to implement reliability procedures to ensure that the data is valid. The first set of children's scores will be entered at the end of October 2013. See the rollout for the system below.

	2013	2014	2015	2016	2017	2018
# of Children	19,750	39,500	59,250	79,000	98,750	118,500
# of Groups	25	25	25	25	25	25
# of Teachers	790	790	790	790	790	790

In addition to the initial training, reliable use of the system will be ensured through continued, ongoing professional development on-site and at county technical assistance locations. Training will consist of training videos, guidance for using the instrument reliably and professional learning communities where teachers meet to discuss implementation. These strategies are based on current professional development efforts around reliable use of formative assessment. School districts will be asked to use consensus meetings, test folios and other methods to ensure reliability including the Data Summary Tool as described in section (C)(2) and answering questions such as those listed below:

- Are teachers able to reach consensus?
- Do teachers consistently disagree about particular items within a formative assessment instrument?
- Do teachers inaccurately score particular items on a consistent basis?

Addressing Unique Program Needs

- Programs can use summary assessment data to inform how well they met the needs of children, including children with disabilities and English learners, and make improvements to their Early Learning and Development settings.

In addition, New Jersey will train teachers in the use of scoring rubrics that will be used with teachers to ensure reliable scoring over the course of each collection/time period. See Attachment 60 for an example of the scoring rubric used for the Social and Emotional Development domain.

(E)(1)(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws;

Upon completion of the fall kindergarten checklist of the criterion-reference assessment, each school district will assign readiness scores for all children. Once the scores are assigned, they will be entered in the NJ SMART database, the state's student tracking system. The kindergarten readiness data will allow the state to link scores to prior early experiences in early learning and development settings, and to later performance on New Jersey state tests, starting with the third grade test, NJASK3. It will also help teachers and school districts more effectively target and support early childhood teaching practices that are associated with children's skills, informing their instructional practices. The tracking of children's performance at kindergarten entry will answer the following critical questions:

What are children's levels of proficiency at kindergarten entry for children who participate in the different types of early learning and development programs?

Does readiness at kindergarten predict children's achievement on NJ ASK, the 3rd grade test?
--

What components of early learning and development programs predict the performance of children at kindergarten entry? Is the achievement gap being reduced?

How do children with high needs perform on the assessment compared to children not identified as high needs?
--

To ensure that the assessment is assessing children's readiness skills reliably, the kindergarten entry assessments used by the Grow NJ validity study will check whether the proficiency levels generated by the system correlate with other, standardized measures, on a battery of assessments.

New Jersey's approach will conform to criteria of appropriate assessment established by the National Research Council, 2008; National Early Childhood Accountability Task Force Report, 2007; and the Council of Chief State School Officers, State Early Childhood Assessment Consortium, 2011. Children's readiness scores will never be used to determine or deny placement in kindergarten. Rather, they will only be used to answer questions about the impact of early learning and development programs on children's learning and development, and be used to inform instruction, classroom, program, and school-level changes.

CCSSO-ECEA-SCASS, 2011

- Use multiple tools for multiple purposes.
- Address multiple developmental domains and diverse cultural contexts.
- Align with early learning guidelines and common core standards.
- Collect information from common sources.
- Implement in a systems-based approach.
- Avoid inappropriate use of assessment information, specifically including high-stakes decisions, labeling children, restricting kindergarten entry, and predicting children's future academic success.

(E)(1)(e) Is funded with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

The Department of Education has committed to funding the kindergarten entry assessment. See Section VIII, Department of Education Budget Narrative, Project 10.

Action Plan

Project 10: Implement Statewide Kindergarten Entry Assessment Using a Criterion-Referenced Assessment.		
<i>Focus Area: (E)(1)</i>		
<i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Procure criterion-referenced assessment and online portal	2/2013	RTT-ELC Agency Leader
Convene school district leaders to share information on results and to gather feedback on plans	3/2013	RTT-ELC Agency Leader
Make official announcement regarding implementation in kindergarten classrooms	4/2013	Commission
Develop and execute communications strategy to share information with school districts and families	3/2013 – 12/2013	RTT-ELC Leadership Team
Provide training on assessment for kindergarten teachers in initial cohort	7/2013 (annual)	RTT-ELC Agency Leader and contractor
Set up field in NJ SMART Database and NJ-EASEL	7/2013	NJ-EASEL Development Team
Begin implementing assessment	9/2013	RTT-ELC Agency Leader, Districts
Gather feedback from teachers on use of system and online portal	10/2013	RTT-ELC Agency Leader
Assess and report on initial results	1/ 2014	Commission
Continue rollout of additional cohorts; reach all kindergarten students	9/2018	RTT-ELC Agency Leader

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Narrative (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The State of New Jersey will build upon initiatives it already has in place in the areas of early childhood and K-12 education to develop NJ-EASEL, the New Jersey Enterprise Analysis System for Early Learning. NJ-EASEL will pull together the data from multiple sources and agencies to answer critical questions about program and workforce characteristics and how they impact outcomes for children.

Through NJ-EASEL, the state will link New Jersey's Statewide Longitudinal Data System, NJ SMART, Department of Children and Families Licensing System, Department of Human Services Workforce Registry (New Jersey Registry for Childhood Professionals), and the Grow NJ Data System, within the parameters of State and Federal privacy laws. Linking these data systems will allow the identification of gaps in data collection, the analysis of longitudinal data starting at birth, and an understanding of the impact of participation in Grow NJ and other programs as children progress through school. NJ-EASEL will be a joint effort of all participating state agencies and will be led by the Department of Education with support from the New Jersey Office of Information Technology (See Attachment 61, NJ OIT Letter of Intent).

There are four key goals of NJ-EASEL:

1. Enable the state to more accurately collect information about programs funded by all participating state agencies.
2. Gather accurate and comprehensive information about the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs.
3. Answer questions about factors that impact children's learning and development, including participating in training and preparation and other educator qualifications, and program quality factors (including the Grow NJ ratings, curricula, results of structured observation instruments and health and family status).
4. Enable New Jersey to use assessments that conform to the recommendations of the National Research Council.

NJ-EASEL will support a research-based, data-driven culture of analysis, decision-making, and policy formulation based upon informed judgments. The system will underpin the efforts of professional educators, program managers, and service delivery partners and provide them with the tools to better serve children. The system will provide information to its various communities of interest in a relevant, accurate, accessible, timely and secure manner and will allow individual providers and educators to ask their own questions about the impact of their efforts.

NJ-EASEL will be a collection of related systems which:

- Represent a consortium of related stakeholders.
- Leverage the State of New Jersey's investment in a comprehensive enterprise data integration environment and related tools and technologies.
- Leverage the State of New Jersey's existing and substantial data integration efforts that have taken place in the education and social services areas.
- Leverage the State of New Jersey's existing master data management infrastructure and processes to provide for aggregation of data at the child level based upon personally identifiable attributes rather than assignment and maintenance of unique identifiers.

The key activities of NJ-EASEL are as follows:

- Establish a data governance council (DGC) to establish policies and resolve issues for this program. The DGC will encourage participation, promote the program, set priorities, decide data definitions where there is conflict, and provide feedback on project plans and deliverables.
- Use the existing New Jersey Enterprise Information Management Framework (NJEIMF) as the information architecture component to its high-quality plan. In doing so, NJ-EASEL will not have to reinvent the data integration wheel. The practices and methodologies of the NJEIMF, as well as the tools and integrated data in support of it, will be leveraged by NJ-EASEL (see Attachment 62, *New Jersey's Information Architectural Approach*).
- Develop a Logical Data Model (LDM) for the early learning and development subject area and its data elements (e.g., demographic and program data). Data elements in the LDM will be based upon the National Center for Education Statistics (NCES) handbook for data elements.

- Develop master data management around infant-, toddler-, preschool-, and kindergarten-aged children so that the progress of children can be tracked without requiring the adoption of a single unique identifier by every source system.
- Leverage data integration efforts within the Department of Education's existing NJ SMART data warehouse so that its data can be integrated with other department and partner sources. NJ SMART includes data from the State Preschool Program and K-12 public education.
- Produce analysis and reporting solutions for various communities of interest as additional integrated data sources come on line.
- Manage all data collected and publish according to the requirements of federal, New Jersey, and local privacy and personally-identifiable information laws and regulations.

(E)(2)(a) Has all of the Essential Data Elements (also see Table (A)(1)-13)

Essential Data Element	New Jersey's approach
Unique statewide child identifier or proven method to link child data to and from the SLDS	NJ-EASEL will create a crosswalk between data systems (e.g., NJ SMART, NJEIS) so that unique child identifiers can be matched (using probabilistic matching method). This will enable the progress of individuals to be tracked without the adoption of a single unique identifier by every source system.
Unique statewide early childhood educator identifier	The Department of Human Services Workforce Registry will be expanded as part of the State Plan. The Registry and all educator data will link to NJ-EASEL, where probabilistic matching will be used to link the Workforce Registry with other educator data contained across systems.
Unique program site identifier	Using the State of New Jersey's existing Geospatial Data infrastructure, master address management, and master business management, NJ-EASEL will create a unique program site identifier that links ownership and physical location and supports geospatial-based analysis. This site identifier will be linked to the Department of Children and Families Licensing System.
Child and family demographic information	NJ-EASEL will maintain a registry of individuals along with the demographic data available in existing source systems (e.g. race, gender). The Data Governance Council will identify any gaps in the availability of this data and will prioritize the creation of data collection systems to augment NJ-EASEL.
Early childhood educator	The DHS Workforce Registry includes all essential demographic

demographic information	information (see Attachment 16). NJ-EASEL will integrate and link demographic information to support analysis of outcomes based upon the credentials and skills of providers.
Program-level data	The Grow NJ data system will include program-level data (e.g. program quality, staff retention) and will be linked to NJ-EASEL to support analysis of outcomes at the program level.
Child-level program participation and attendance data	Working with existing data, NJ-EASEL will create a longitudinal view of participation and attendance at the individual, cohort, and component levels.

By harnessing the capabilities of each source system, NJ-EASEL will capture existing Essential Data Elements and identify where any data gaps must be filled (e.g., birth to three unique ID). Full implementation of NJ-EASEL, and the capture of Essential Data Elements across source systems, will take place over a four-year period (see Attachment 63, High-Level Program Timeline). During the first quarter of 2012, the NJ-EASEL development team will work with stakeholders to finalize data sources and reporting needs. During the second quarter of 2012, the team will develop the Logical Data Model that serves as the foundation for integrating existing data sources. Upon creation of the Logical Data Model, source system integration and report development will take place in a series of “Development Sprints” (see Attachment 62). Integration of NJ SMART will begin by the end of 2012. Additional source system integration will continue over the course of the implementation period and will be complete by the end of 2015.

Understanding Children’s Particularized Needs

- The coordinated data system will inform how subgroups of children with high needs perform relative to program quality features.

(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs

By using tools and techniques already employed in NJ SMART, wherever possible, NJ-EASEL will leverage the State of New Jersey’s existing data integration environment and tools to automatically extract, transform, integrate, and load data from source systems into NJ-EASEL’s data warehouse, within the parameters of State and Federal privacy laws. Where data collections systems must be created, NJ-EASEL will consist of easy-to-use, yet secure, web-based

applications that require minimal training. Critical to this effort is creating a Logical Data Model that identifies the data elements, mapping the model to existing source systems, and working with the Data Governance Council to prioritize the creation of data collection systems to close any gaps in available data.

NJ-EASEL will extend the State of New Jersey's analytical capabilities into the early childhood learning and development area, and will do so by using proven approaches, existing technologies, and the overarching approach used by New Jersey's information architecture – the New Jersey Enterprise Information Management Framework (NJEIMF). Most importantly, NJ-EASEL will accomplish all of this by building upon initiatives the State of New Jersey already has in place in the areas of early childhood development and education.

(E)(2)(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as common Education Data Standards to ensure interoperability among the various levels and types of data

The Logical Data Model (LDM) for this work will allow the alignment and integration of data from multiple sources regardless of how it may be defined in the source system, as well as draw from previous early childhood system development efforts. The data elements in the LDM will be based upon the National Center for Education Statistics (NCES) handbook for data elements. The NCES provides guidance on consistency in data definitions and maintenance for education data, so that such data can be accurately aggregated and analyzed.

Master data management around infant-, toddler-, preschool-, and kindergarten-aged children will be developed so that the progress of children can be tracked without requiring the adoption of a single unique identifier by every source system. This will use the State of New Jersey's existing master data management solution currently providing a "master client index" for several social services data systems. This highly reliable approach uses tunable, probabilistic matching to create crosswalks between discrete systems to aggregate data for an individual. The same approach will be used to identify early childhood educators.

(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision-making

All participating state agencies will provide a representative on the Data Governance Council (DGC) overseeing information generated by NJ-EASEL. This data advisory group will host sessions to discuss reporting and analytical needs, and will hold a data summit annually to ensure that the system is meeting the needs of stakeholders across all levels, including higher education, providers, school districts, and state agencies. In addition to ensuring that local ad hoc inquiries can be conducted, DGC will provide regular feedback to the development team working to produce sample outputs from NJ-EASEL, will define the frequency for each report, and will review the quality of output as reports are developed. The DGC will aim to structure data reports and output in ways that are easy to understand and interpret by staff members and other stakeholders. Sample data reports include:

- Identification of Grow NJ factors that contribute most significantly to child outcomes.
- An analysis of children's performance on the kindergarten entry assessment relative to Grow NJ ratings.
- A description of workforce credentials relative to Grow NJ ratings.
- An analysis of changes in qualifications in the workforce relative to ratings and child performance at kindergarten entry.
- An analysis of children's performance beyond kindergarten relative to auspice and Grow NJ ratings, as children progress through school, including state test scores, grade retention, and special education rates.
- An analysis of children's performance at kindergarten entry relative to program quality features disaggregated by indicators of high needs, including children with disabilities, English learners, and homeless or migrant status.

Understanding Unique Program Needs

- An analysis of the how program type influences children's progress will drive future decisions about components of the early learning and development system (e.g., training, workforce credentials and curricula).

Two Department of Education staff members will support the development of NJ-EASEL and the implementation of the data system selected for Grow NJ. These staff members will ensure

that all staff implementing the State Plan have appropriate training in order to fully leverage the power of all early learning and development data systems. Participating programs will receive training on how to access Grow NJ information, including ratings.

(E)(2)(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws

The NJ-EASEL Data Governance Council will provide primary oversight. It will establish policies to ensure the quality of data in NJ-EASEL, will determine the data elements to include, and will approve the sources of those data elements, and where no source exists, will determine whether a data collection process shall be created.

In conjunction with the New Jersey Office of Information Technology, the DGC will establish policies governing the confidentiality, integrity, and availability of the data managed by NJ-EASEL. This will include who has access to what, when, and where. These policies will be guided by a data dictionary that is approved by the DGC and which defines the data element, how it can be used, and the appropriate level of protection it requires.

The DGC will publish an overarching description of NJ-EASEL, the nature and source of the data that it integrates, and the current and potential uses of that data. The DGC will verify and authorize the NJ-EASEL sub-system that enables parental/custodial consent for the release of personally identifiable information about a child. The DGC will also verify that the aspects of NJ-EASEL that require anonymity or summarized data will do so in a way that protects privacy.

Financial feasibility and sustainability

New Jersey's existing investments, including substantial data integration efforts in the education and social service areas and the creation of a comprehensive enterprise data integration environment have laid a strong foundation for the creation of NJ-EASEL, thus reducing the level of investment required. The funding for NJ-EASEL will come from the Race to the Top-Early Learning Challenge grant and from the New Jersey Council for Young Children. Funding to maintain NJ-EASEL will be sustained post grant by the participating state agencies and by the Office of Information Technology, subject to appropriation. See the budget narrative for NJ-EASEL (Section (A)(4)(b), Department of Education Budget Narrative).

Action Plan

Project 11: Accelerate Integration of Critical Early Learning Data Systems.		
<i>Focus Area: (E)(2)</i>		
<i>Lead Agency: DOE</i>		
Key Activities	Timeline	Responsible Parties
Finalize MOU with NJ Office of Information Technology	1/2012	DOE
Appoint NJ-EASEL Development Team	1/ 2012	Data Governance Council and RTT-ELC Agency Leader
Establish advisory roles and responsibilities	1/2012 – 2/2012	Data Governance Council
Identify full list of stakeholders for initial kickoff meeting to brainstorm all possibilities	2/2012	Data Governance Council
Host a series of Joint Application Development sessions with various stakeholders to identify sources of information, reporting and analytical needs, and governance or quality issues	2/2012 – 3/2012	DGC, Development Team, Agency Leader
Create a conceptual (high-level) data model to guide further conversation working with the governance body	3/2012	Development Team
Conduct requirements analysis sessions to rationalize the information collected in the initial Joint Application Development sessions working with program management	3/2012 – 5/2012	Development Team
Develop the initial Logical Data Model using feedback from subject matter experts	5/2012 – 7/2012	Development Team
Create the initial detailed project plan for NJ-EASEL subject area(s)	7/2012 – 9/2012	Development Team
Create environment for and begin integration of NJ	6/2012 –	Development Team

SMART	12/2012	
Produce initial reports for review by RTT-ELC Leadership Team	4/2013	Development Team
Gather feedback on quality and utility of reports; adjust as necessary	5/2013	Development Team, Agency Leader
Host initial "Data Summit" to highlight data insights and promote continued collaboration	6/2013 (annual)	Early Learning Commission, DGC
Conduct data oversight audits to ensure protection of all information	7/2013 (annual)	Data Governance Council
Complete integration of all major source systems	12/2015	Development Team
Seek continued feedback and joint development assistance from the governance body, program management, and subject matter experts	Ongoing	Development Team, RTT-ELC Agency Leader, DGC

VII. COMPETITION PRIORITIES

Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or "competitive preference" points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated early learning and development programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

*(Enter **narrative** here – recommended maximum of eight pages)*

Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that

meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

(Enter narrative here) We did not write to this criterion.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its participating state agencies or Participating Programs in the implementation of the State Plan.

(Enter narrative here) We did not write to this criterion.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category¹⁹.

Category 1--Up to \$100 million--California, Florida, New York, Texas.

Category 2--Up to \$70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to \$60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to \$50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

¹⁹ Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS
(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

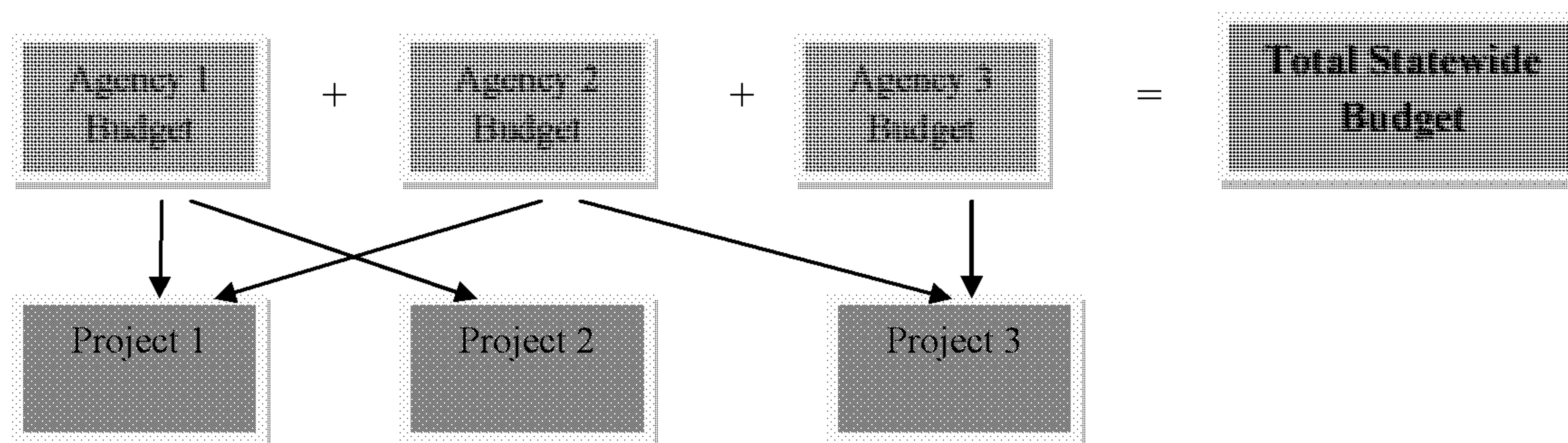
We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role²⁰ in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

²⁰ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.²¹ These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State's budget:

- I. **Budget Summaries**: In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category**. This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency**. This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
 - c. **Budget Summary by Project**. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II:

²¹ See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State's application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.

- d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency's budgetary responsibilities and descriptions of each project that the State has included in its budget.
- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency's budgetary responsibilities.²² The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the Participating State Agency's budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

²² Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

BUDGET PART I: SUMMARY

BUDGET PART I-TABLES

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	837,000	1,048,829	2,167,251	3,327,899	7,380,978
2. Fringe Benefits	249,332	398,031	822,472	1,262,938	2,732,771
3. Travel	54,340	33,453	56,273	67,105	211,171
4. Equipment	228,400	33,284	76,022	120,377	458,083
5. Supplies	8,640	4,624	6,884	7,088	27,237
6. Contractual	1,296,641	1,009,590	1,182,430	1,387,781	4,876,442
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	2,674,352	2,527,811	4,311,332	6,173,187	15,686,682
10. Indirect Costs*	55,681	61,161	123,977	188,581	429,399
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	8,870,841	11,461,552	11,685,116	11,254,229	43,271,738
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	11,700,874	14,150,523	16,220,425	17,715,997	59,787,820
14. Funds from other sources used to support the State Plan	12,501,490	12,275,555	12,683,340	13,104,255	50,564,640
15. Total Statewide Budget (add lines 13-14)	24,202,364	26,426,079	28,903,765	30,820,252	110,352,460

<u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Department of Education (DOE)	5,583,782	8,385,868	10,348,837	11,711,383	36,029,870
Department of Children and Families (DCF)	417,489	365,878	362,274	382,002	1,527,644
Department of Human Services (DHS)	12,177,340	12,289,996	12,706,175	13,138,243	50,311,755
Department of Health and Senior Services (DHSS)	5,148,752	5,209,336	5,311,480	5,413,623	21,083,191
NJ Council for Young Children	700,000	0	0	0	700,000
Head Start Collaboration Office	175,000	175,000	175,000	175,000	700,000
Total Statewide Budget	24,202,364	26,426,079	28,903,765	30,820,252	110,352,460

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	1,150,905	1,169,266	1,198,230	1,229,840	4,748,240
Establish County-Level Councils for Young Children	287,752	274,451	265,810	277,679	1,105,692
Establish County Technical Assistance Teams	9,710,921	10,241,257	12,046,235	13,912,652	45,911,064
Provide Regional Curriculum and Assessment Training	2,221,823	2,176,962	2,410,287	2,635,842	9,444,915
Expand Program Participation in Grow NJ	5,205,401	5,458,094	5,731,863	6,029,137	22,424,495
Launch the Grow NJ Online Interface	2,119,310	1,716,782	1,755,798	1,804,732	7,396,623
Increase Participation in and Improve Workforce Registry	1,061,392	1,081,920	1,102,448	1,122,976	4,368,735
Create the Early Learning Improvement Consortium	354,416	723,009	864,980	1,257,295	3,199,701
Validate Grow NJ System	530,000	540,600	551,200	561,800	2,183,600
Implement Statewide Kindergarten Entry Assessment	0	241,740	410,800	586,180	1,238,720
Accelerate Integration of Critical Early Learning Data Systems	1,560,444	2,801,997	2,566,114	1,402,119	8,330,675
Total Statewide Budget	24,202,364	26,426,079	28,903,765	30,820,252	110,352,460

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

(A)(4)(b) BUDGET PART I-NARRATIVE

The overall structure of New Jersey's budget for implementing the State Plan is based on 11 projects organized to address the state's nine key goals (see section (A)(2)(a) for goal descriptions and (A)(2)(b) for project descriptions). Together, these activities serve to fully implement the State's Plan to increase access to high-quality early learning and development programs for children with high needs, birth to age five, in New Jersey. Where mentioned below, any new state funding is subject to future appropriations.

Participating State Agencies – Budgetary and Project Responsibilities

The New Jersey Departments of Education (DOE), Children and Families (DCF), Human Services (DHS), and Health and Senior Services (DHSS), as well as the NJ Council for Young Children (Governor's Council) and the Head Start Collaboration Office have partnered to meet the goals described in the state's Race to the Top-Early Learning Challenge (RTT-ELC) Plan. While the DOE is the lead agency for this application, all four agencies, the Governor's Council, and the Head Start Collaboration Office will work closely on each of the projects designed to achieve the state's goals. After identifying existing and available state and federal resources appropriate for use towards the State Plan, the agencies prioritized additional funding needs with a focus on expanding access to and improving the quality of birth to age five early learning and development settings serving children with high needs. As will be apparent, each of the Participating State Agencies is making a substantial resource commitment to the State Plan. Their commitment is important for two reasons. First, it guarantees significant, cross-department collaboration. Second, it ensures sustainability of the State Plan after the RTT-ELC grant period since the Plan leverages existing resources where available rather than creating new bureaucracies. A description of the budgetary and project responsibilities for each agency is included below. Where mentioned, any new state funding is subject to future appropriations.

Department of Education

The DOE will have a defined role in nine of the state's 11 projects described in Section (A)(2)(b). Using RTT-ELC grant funds, Title I, IDEA, state Early Childhood Education and other state funds, the DOE will have budgetary responsibility for new and existing staff who will

manage the overall Race to the Top – Early Learning Challenge grant (see Project 1), staff who will develop training modules for and deliver training modules to the county teams (see Projects 3 and 4), department-level staff who will oversee the County Technical Assistance (TA) Teams (see Projects 1 and 3), Learning Coaches and Disabilities Coordinators within the County (TA) Teams (see Project 3), staff who will manage and oversee development of the Grow NJ data system (see Project 6), and staff who will manage and oversee continued integration of statewide early learning data systems (see Project 11).

In addition to these staff-related budgetary responsibilities, the DOE will also manage five formal agreements with outside entities for work related to the State's Plan.

1. A consortium of state public universities and colleges will conduct the Grow NJ ratings, funded by IDEA and the RTT-ELC grant during the grant period and by new DOE funds after the grant period (see Project 8).
2. The DOE will also oversee an RFP and the resulting contract or MOU with an outside entity to conduct the Grow NJ validation study (see Project 9). The validation study will be supported with RTT-ELC grant funds and state Early Childhood Education funds through 2015 and with state Early Childhood Education and new DOE funds after the grant period.
3. County TA Team members and site-level teaching staff will need training in specific curriculum and comprehensive assessments supported by the DOE (see Project 4). During the grant period, the DOE will use RTT-ELC grant funds to contract with curriculum and assessment developers to provide direct training. New DOE funds will support this effort after 2015.
4. The DOE will also oversee an RFP and the resulting contract or MOU with an outside entity to develop an electronic entry and tracking system for Grow NJ ratings (see Project 6). Establishment and early maintenance of the database and parent/public access portal will be supported with RTT-ELC grant funds, while maintenance of the database after the grant period will be supported through new DOE funds.
5. The state's Office of Information Technology (OIT) will partner with the DOE to accelerate the integration of the state's many early learning databases (see OIT Letter of Intent and Project 11). RTT-ELC grant funds will support the continued integration of

databases, as detailed in Section (E)(2), as well as the integration of the Grow NJ database, NJ Registry for Childhood Professionals, state licensing database, and the state's Longitudinal Data System (NJ SMART). As this is also a goal identified by the Governor's Council (which is in, but not of, the DOE), funding for this project will also come from the Governor's Council's American Recovery and Reinvestment Act grant (see Governor's Council MOU).

As New Jersey prepares to conduct statewide kindergarten entry assessments, new DOE funds will be used, starting in Year 2, to provide training on a criterion-referenced observational assessment to kindergarten teachers (see Project 10). Existing DOE staff will supervise the implementation of the instrument, and new DOE funds will be used to cover the annual cost of the individual assessments.

Department of Children and Families

The DCF will have a defined role in four of the state's 11 projects described in Section (A)(2)(b). Using RTT-ELC grant funds, federal Community-Based Child Abuse Prevention (CBCAP) funds, and other state funds, the DCF will have budgetary responsibility for existing staff who will assist in the development of training modules for and delivery of training modules to the County TA Teams (see Project 3 and 4), a department-level staff person to oversee the county Family Engagement Coordinators (see Projects 1 and 3), and two staff to coordinate the County Councils for Young Children (see Project 2). The DCF-funded Family Success Centers will also be used to house members of the County TA Teams when they are not performing trainings or site visits.

The director of the County Councils for Young Children, along with the Family Engagement Coordinators and the Head Start Collaboration Office, will work to establish and then manage the councils in each county (see Project 2). The DCF will use RTT-ELC grant funds to conduct formal evaluations of each County Council during the grant period. After the grant period, the director will be responsible for conducting these evaluations. The salary of the director, as well as the cost of running the County Councils, will be sustained after the grant period with CBCAP dollars and new state funds.

Department of Human Services

The DHS will have a defined role in five of the state's 11 projects described in Section (A)(2)(b). Using RTT-ELC grant funds and Child Care and Development Fund (CCDF) funds, the DHS will have budgetary responsibility for new and existing staff who will develop training modules for and deliver training modules to the County TA Teams (see Project 3), Learning Coaches and Family Engagement Coordinators within the County TA Teams (see Project 3), and a department-level staff person who will oversee the County TA Teams (see Projects 1 and 3).

In addition to these staff-related budgetary responsibilities, the DHS will dedicate CCDF quality improvement funds to maintain the current NJ Registry for Childhood Professionals currently operated through an existing contract with Professional Impact New Jersey (PINJ) (see Project 7).

New Jersey's Child Care Resource and Referral Agencies (CCR&Rs) currently employ and house many of the staff who will serve on the County TA Teams (Project 3). As such, the CCR&Rs will serve as the central location for many of the County TA Team members.

In order to encourage participation in Grow NJ, the DHS will use CCDF quality set aside funds (along with RTT-ELC grant funds) to provide incentives to family care and center-based early learning programs to engage in the Grow NJ system (Project 5). Scholarship and environmental improvement incentives, also funded by CCDF quality set aside funds and grant funds, will help sites to progress through the Steps of Grow NJ and increase the quality of early learning settings for children with high needs throughout New Jersey.

The DHS will oversee a media campaign to ensure that families and community stakeholders are well-informed about the Grow NJ system (Project 6). Using CCDF quality set aside funds, families will be made aware of the online interface and how they can use the Grow NJ system to learn about quality early learning and development programs. Families will also receive information about the County Councils for Young Children, including how they can participate in the County Councils either by sitting on a County Council or attending a public meeting.

Department of Health and Senior Services

The DHHS will have a defined role in three of the state's 11 projects described in Section (A)(2)(b). Using RTT-ELC grant funds, the DHHS will have budgetary responsibility for staff who will develop training modules for and deliver training modules to the County TA Teams (see Projects 3 and 4), Health Service Coordinators working within the County TA Teams (see Project 3), and a department-level staff person who will oversee the County TA Teams (see Projects 1 and 3). In addition, the DHSS will use existing funds to continue support for Case Management Teams already housed in each county. The Health Service Coordinators will communicate regularly with their local Case Management Teams to ensure that families of children with health care needs are aware of all the services and programs available to them.

List of Projects

The state has identified 11 distinct projects that are critical to the implementation of the high-quality Plan described throughout New Jersey's RTT-ELC grant proposal. These projects were carefully designed to meet each of the state's key goals. The descriptions below will indicate how each project corresponds to one or more key goals, and how each project will be organized and managed to ensure full implementation of the State's Plan.

Project 1: Create Governance Structure for Participating State Agencies

Selection Criteria: (A)(3)

Lead Agency: DOE

Total Four-Year Budget: \$4,748,240

The DOE will take the lead in this project to facilitate the establishment of the New Jersey Commission for Early Learning and Development. Using RTT-ELC grant funds, the DOE will support one RTT-ELC Executive Director and one program specialist to oversee the coordination of RTT-ELC funds. The RTT-ELC Executive Director will also be responsible for convening regular meetings with both the RTT-ELC Leadership Team and the Early Learning Commission, in order to effectively communicate information critical to the implementation of the State Plan. The individual members of the RTT-ELC Leadership Team will be funded by the agency they represent, using a combination of IDEA, CBCAP, Title I, CCDF, and RTT-ELC grant funds, depending upon the agency they represent (see DCF and DHS MOUs as well as DOE Interdivisional Agreements). Budgeted costs for this project are based on current state salary guides for similar positions as well as current state rates for travel and office equipment.

Project 2: Establish County-level Councils for Young Children

Selection Criteria: (A)(3) Focus Area: (C)(4)

Lead Agencies: DCF

Total Four-Year Budget: \$1,105,692

The DCF will take the primary lead in the establishment of County Councils for Young Children in each of the state's 21 counties (see DCF MOU). These County Councils will serve to engage family and community stakeholders in assessing each county's early learning and development programs to ensure that they are fully implementing the State Plan and meeting the needs of children. Federal CBCAP funds will be used during and after the RTT-ELC grant period to support a County Council Project Director and administrative staff support to coordinate the County Councils. Budgeted costs for these positions are based on current state salary guides for similar positions. In addition, grant funds will be used to fund training for the Project Director on the Family Development Matrix, designed to evaluate each council. After the grant period, the Project Director will conduct this evaluation.

Project 3: Establish County Technical Assistance Teams

Focus Area: (C)(1), (D)(2) Lead Agencies: All

Total Four-Year Budget: \$45,911,064

The DHS, DOE, DCF and DHSS will each have a role in the establishment of the County TA Teams. Each of the 21 teams will be made up of several Learning Coaches (depending upon the number of programs in the county), a Disabilities Coordinator (see Division of Early Childhood Education-Office of Special Education Interdivisional Agreement), a Family Engagement Coordinator (see DHS MOU), and a Health Service Coordinator (see DHSS MOU). After receiving intense training from the RTT-ELC Leadership Team, the County TA Teams will deliver professional development sessions to cohorts of early learning and development programs participating in Grow NJ. RTT-ELC grant funds will be used to provide each of the County TA Teams with computers, internet connectivity, software and printers to assist in their duties. Team members will be able to bring laptops back and forth between their site visits and their office space, donated by the CCR&Rs and Family Success Centers via the DHS and the DCF.

Existing and appropriately credentialed staff in the state's CCR&Rs (funded by the DHS) will fill the role of approximately 21 Learning Coaches each year. The DOE will use RTT-ELC grant funds to hire additional Learning Coaches, ranging from six additional Coaches in Year 2 to 41 in Year 4. After the grant period, new state funds will be allocated to sustain these positions. The DOE will continue to support 15 existing Disabilities Coordinators funded by IDEA. The DHS will continue to support 21 existing Family Engagement Coordinators currently funded through CCDF and state funds. Finally, the DHSS will use RTT-ELC grant funds to manage MOU's with schools of public health to fulfill the role of Health Service Coordinators. After the grant period, new state funds will be used to fund this service. Applicable Participating State Agencies will also use RTT-ELC grant dollars to cover the cost of County TA Team members' travel to their trainings with RTT-ELC Leadership Team members. Budgeted costs for this project are based on existing staff positions, and long-standing state reimbursement rates for travel.

Project 4: Provide Regional Curriculum and Assessment Training

Selection Criteria: (B)(4) Focus Areas: (C)(2), (D)(2) Lead Agencies: All

Total Four-Year Budget: \$9,444,915

Each of the Participating State Agencies will contribute existing staff to assist the RTT-ELC Leadership Team in the development of a series of approximately 40 training modules (see DHS, DCF, and DHSS MOUs). The cost of each module is estimated based on the development of prior state modules. The Leadership Team will then use these modules to train the County TA Team members.

In addition to module development, the DOE will take the primary lead in developing contracts with curriculum developers to provide direct training on curriculum and performance assessments for both the County TA Teams and site-level program staff. It is clear by the success of the State Preschool Program, that the use of evidence-based curricula and performance assessments across age and program settings will dramatically increase the quality of early learning and development programs for children with high needs. RTT-ELC grant funds will be used to support the direct training during the RTT-ELC grant period. After the RTT-ELC grant period, new state funds will be dedicated to continue this aspect of the State's Plan.

Budgeted costs for this project are based on quotes from curriculum developers and the state's history of similar costs incurred through the State Preschool Program.

Finally, RTT-ELC grant funds will be used to provide stipends to individual programs for teacher and teacher assistant substitutes in order to lessen the burden of these staff being absent from their classrooms. Daily rates for substitutes are based on state data regarding average substitute teacher and assistant rates. Stipends will be administered by the DHS through their existing relationship with the CCR&Rs.

Project 5: Expand Program Participation in Grow NJ

Selection Criteria: (B)(2)

Lead Agencies: DHS, DOE

Total Four-Year Budget: \$22,424,495

In order to expand participation in the Grow NJ system, the DHS will take the primary lead to provide incentives to participating programs, including tiered reimbursements, funds to enhance classroom environments (tied to program improvement plans), and scholarships for teachers, directors and teacher assistants to attain early childhood certification/credentials (see DHS MOU). While enticing programs to participate in the Grow NJ system, these incentives will also directly enhance program quality in all settings. CCDF quality set aside funds will be used to provide scholarships to teaching assistants. All other incentives will be provided through a combination of RTT-ELC grant and new state funds. Additional state funds will be allocated to continue these incentives after the grant period. In addition, the DOE will work with institutions of higher education to organize opportunities for regional credentialing programs and to attach educational credits to participation in ongoing professional development. Budgeted costs for scholarship and environmental incentives are based on similar funds provided in the State Preschool Program, as well as information from state colleges, universities and community colleges. Budgeted costs for tiered reimbursements are based on estimates of current subsidy rates and the annual number of programs estimated to be in each tier of Grow NJ.

Project 6: Launch the Grow NJ Online Interface

Selection Criteria: (B)(1)

Lead Agency: DOE

Total Four-Year Budget: \$7,396,623

As New Jersey moves to increase participation in Grow NJ, it is critical that the information obtained from the rating system be maintained in a manner that allows easy evaluation of data. The Grow NJ Online Interface will allow the raters to record evaluation information, county and state-level staff to analyze rating information, and parents to easily access and understand rating information. RTT-ELC grant funds will be used for the initial establishment of the online system and parent/public access portal, the annual system license, and a data specialist to oversee the data system. After the grant period, new DOE funds will be used to maintain the system license and for the data specialist. Budgeted costs for the data system are based on quotes solicited from developers and budgeted costs for a data specialist are based on current state salary guides for similar positions. CCDF quality set aside funds will be used by the DHS to launch a public relations campaign to ensure that families are aware of the system, how to use it, and what kinds of information they can access via the system. Parents will also be informed about how they can play a role on their County Council for Young Children, as described in Project 2.

Project 7: Increase Participation in and Improve Workforce Registry

Selection Criteria: (B)(4) Focus Areas: (D)(1), (D)(2) Lead Agency: DHS

Total Four-Year Budget: \$4,368,735

In order to better understand the current and future qualifications of the state's early learning educators, this project looks to maintain the current NJ Registry for Childhood Professionals while increasing the number of registered educators. The DHS intends to use CCDF quality set aside funds to maintain the Registry. The Registry is an impressive system that enables extensive analysis of information regarding the Early Learning Educators currently registered in the data system. However, only a small percentage of the state's early learning educators participate in the Registry. In order to increase participation in the Registry during the grant period, the DHS will use RTT-ELC grant funds to waive the \$10 annual registration fee for new participants (see DHS MOU). Budgeted costs for this project are based on historical costs of the existing system.

Project 8: Create the Early Learning Improvement Consortium

Selection Criteria: (B)(3)

Lead Agencies: DOE

Total Four-Year Budget: \$3,199,701

The DOE will take the lead in the development of the Early Learning Improvement Consortium (ELIC). Through an MOU, this association of public state colleges and universities will conduct the ratings for Grow NJ. Support for this project will come from a combination of IDEA and RTT-ELC grant funds. IDEA funds will be used to fund the rating of classrooms serving students with disabilities, while RTT-ELC grant funds will be used to conduct the remainder of the ratings. After the grant period, new DOE funds will be allocated to continue the ratings with the ELIC. Budgeted costs for the ELIC to conduct these ratings are based on similar annual ratings conducted for a longitudinal study on classroom quality in the State Preschool Program.

Project 9: Validate Grow NJ System

Selection Criteria: (B)(5)

Lead Agency: DOE

Total Four-Year Budget: \$2,183,600

The DOE will oversee this project, designed to validate the ratings resulting from the ELIC's classroom evaluations. This validation study will confirm the strength of Grow NJ to accurately and appropriately elevate early learning and development programs through tiers of quality. RTT-ELC grant funds will be used to support this annual evaluation throughout the grant period, along with DOE Early Childhood Education funds currently budgeted annually for a similar evaluation of the State Preschool Program. DOE Early Childhood Education and new DOE funds will be used to sustain annual evaluations through 2018 and bi-annual evaluations thereafter. Budgeted costs for this project are based on the current evaluation of the State Preschool Program.

Project 10: Implement Statewide Kindergarten Entry Assessment

Focus area: (E)(1)

Lead Agency: DOE

Total Four-Year Budget: \$1,238,720

To fully understand how New Jersey's early learning and development programs are preparing students for kindergarten entry, the state intends to implement a criterion-referenced observational assessment to assess all of New Jersey's students upon entry to kindergarten. This project will be fully funded by the DOE with new state funds both during and after the grant period. Starting in Year 2 of the RTT-ELC grant, these funds will support the training of

teachers throughout the state as well as the cost of administering the assessment. Budgeted costs for this project are based on preschool assessment training delivered to preschool teachers in the State Preschool Program.

Project 11: Accelerate Integration of Critical Early Learning Data Systems

Focus Area: (E)(2)

Lead Agency: OIT, DOE, Council

Total Four-Year Budget: \$8,330,675

New Jersey is committed to enhancing current work to integrate early learning and development data systems across state agencies serving children birth to age five, and beyond. RTT-ELC funds will be used, along with funds from the Governor's Council, to support a four-year project for the DOE and OIT staff to create a system of unique child identifiers that can link data systems across all agencies. This linkage will allow more thorough analyses of how early learning and development programs impact children's growth. Budgeted costs for this project are based on a detailed quote from OIT (see OIT Letter of Intent).

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II-TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Education</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	559,000	887,669	2,002,931	3,160,419	6,610,018
2. Fringe Benefits	189,371	336,870	760,112	1,199,379	2,485,732
3. Travel	22,560	13,602	29,423	39,314	104,899
4. Equipment	13,800	28,592	71,238	115,501	229,131
5. Supplies	3,510	1,486	2,583	2,632	10,211
6. Contractual	1,231,641	960,840	1,149,930	1,355,281	4,697,692
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	2,019,881	2,229,060	4,016,217	5,872,526	14,137,684
10. Indirect Costs*	31,716	50,436	112,760	177,148	372,060
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,081,716	3,367,359	3,264,780	2,484,245	10,198,101
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Education</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	3,233,314	5,746,854	7,493,757	8,633,919	25,107,844
14. Funds from other sources used to support the State Plan	2,350,469	2,639,014	2,855,079	3,077,465	10,922,026
15. Total Budget (add lines 13-14)	5,583,782	8,385,868	10,348,837	11,711,383	36,029,870
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Department of Education					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	807,554	823,349	843,108	863,055	3,337,066
Establish County-Level Councils for Young Children					0
Establish County Technical Assistance Teams	1,686,507	2,274,760	3,924,122	5,635,017	13,520,407
Provide Regional Curriculum and Assessment Training	725,551	793,630	992,713	1,191,184	3,703,078
Expand Program Participation in Grow NJ					0
Launch the Grow NJ Online Interface	619,310	186,782	195,798	214,732	1,216,623
Increase Participation in and Improve Workforce Registry					0
Create the Early Learning Improvement Consortium	354,416	723,009	864,980	1,257,295	3,199,701
Validate Grow NJ System	530,000	540,600	551,200	561,800	2,183,600
Implement Statewide Kindergarten Entry Assessment		241,740	410,800	586,180	1,238,720
Accelerate Integration of Critical Early Learning Data Systems	860,444	2,801,997	2,566,114	1,402,119	7,630,675
Total Budget	5,583,782	8,385,868	10,348,837	11,711,383	36,029,870

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Children and Families</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	40,000	0	0	0	40,000
2. Fringe Benefits	0	0	0	0	0
3. Travel	9,828	10,025	10,426	11,051	41,329
4. Equipment	0	0	0	0	0
5. Supplies	1,638	1,671	1,738	1,842	6,888
6. Contractual	65,000	48,750	32,500	32,500	178,750
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	116,466	60,445	44,663	45,393	266,967
10. Indirect Costs*	2,982	1,431	1,449	1,478	7,340
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	119,448	61,876	46,112	46,871	274,308
14. Funds from other sources used to support the State Plan	298,041	304,002	316,162	335,132	1,253,336
15. Total Budget (add lines 13-14)	417,489	365,878	362,274	382,002	1,527,644
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Children and Families</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					
<u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Children and Families</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	111,781	114,016	118,577	125,691	470,065
Establish County-Level Councils for Young Children	252,752	239,451	230,810	242,679	965,692
Establish County Technical Assistance Teams	0	0	0	0	0
Provide Regional Curriculum and Assessment Training	52,957	12,411	12,888	13,632	91,888
Expand Program Participation in Grow NJ	0	0	0	0	0
Launch the Grow NJ Online Interface	0	0	0	0	0
Increase Participation in and Improve Workforce Registry	0	0	0	0	0
Create the Early Learning Improvement Consortium	0	0	0	0	0
Validate Grow NJ System	0	0	0	0	0
Implement Statewide Kindergarten Entry Assessment	0	0	0	0	0
Accelerate Integration of Critical Early Learning Data Systems	0	0	0	0	0
Total Budget	417,489	365,878	362,274	382,002	1,527,644

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Human Services</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	119,000	80,580	82,160	83,740	365,480
2. Fringe Benefits	29,981	30,580	31,180	31,779	123,520
3. Travel	17,672	5,460	11,973	12,203	47,309
4. Equipment	212,300	2,346	2,392	2,438	219,476
5. Supplies	2,862	825	1,909	1,946	7,542
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	381,815	119,792	129,614	132,106	763,326
10. Indirect Costs*	14,891	4,672	5,055	5,152	29,770
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	6,002,655	6,271,993	6,562,407	6,876,326	25,713,381
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	6,399,360	6,396,457	6,697,076	7,013,584	26,506,477
14. Funds from other sources used to support the State Plan	5,777,980	5,893,540	6,009,099	6,124,659	23,805,278
15. Total Budget (add lines 13-14)	12,177,340	12,289,996	12,706,175	13,138,243	50,311,755
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Human Services</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Human Services</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	116,744	115,573	117,937	120,205	470,459
Establish County-Level Councils for Young Children	0	0	0	0	0
Establish County Technical Assistance Teams	3,002,944	2,845,297	2,901,184	2,956,976	11,706,401
Provide Regional Curriculum and Assessment Training	1,360,860	1,329,112	1,362,743	1,388,950	5,441,665
Expand Program Participation in Grow NJ	5,170,401	5,423,094	5,696,863	5,994,137	22,284,495
Launch the Grow NJ Online Interface	1,500,000	1,530,000	1,560,000	1,590,000	6,180,000
Increase Participation in and Improve Workforce Registry	1,026,392	1,046,920	1,067,448	1,087,976	4,228,735
Create the Early Learning Improvement Consortium	0	0	0	0	0
Validate Grow NJ System	0	0	0	0	0
Implement Statewide Kindergarten Entry Assessment	0	0	0	0	0
Accelerate Integration of Critical Early Learning Data Systems	0	0	0	0	0
Total Budget	12,177,340	12,289,996	12,706,175	13,138,243	50,311,755

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Health and Senior Services</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	119,000	80,580	82,160	83,740	365,480
2. Fringe Benefits	29,981	30,580	31,180	31,779	123,520
3. Travel	4,280	4,366	4,451	4,537	17,634
4. Equipment	2,300	2,346	2,392	2,438	9,476
5. Supplies	630	643	655	668	2,596
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	156,191	118,514	120,838	123,162	518,705
10. Indirect Costs*	6,091	4,622	4,713	4,803	20,229
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,786,470	1,822,199	1,857,929	1,893,658	7,360,256
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	1,948,752	1,945,336	1,983,480	2,021,623	7,899,191
14. Funds from other sources used to support the State Plan	3,200,000	3,264,000	3,328,000	3,392,000	13,184,000
15. Total Budget (add lines 13-14)	5,148,752	5,209,336	5,311,480	5,413,623	21,083,191
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Health and Senior Services</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Department of Health and Senior Services</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	114,826	116,327	118,608	120,889	470,650
Establish County-Level Councils for Young Children					0
Establish County Technical Assistance Teams	4,986,470	5,086,199	5,185,929	5,285,658	20,544,256
Provide Regional Curriculum and Assessment Training	47,456	6,809	6,943	7,076	68,284
Expand Program Participation in Grow NJ	0	0	0	0	0
Launch the Grow NJ Online Interface	0	0	0	0	0
Increase Participation in and Improve Workforce Registry	0	0	0	0	0
Create the Early Learning Improvement Consortium	0	0	0	0	0
Validate Grow NJ System	0	0	0	0	0
Implement Statewide Kindergarten Entry Assessment	0	0	0	0	0

<u>Budget Table II-2: Participating State Agency</u> (Evidence for selection criterion (A)(4)(b)) <i>Department of Health and Senior Services</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Accelerate Integration of Critical Early Learning Data Systems	0	0	0	0	0
Total Budget	5,148,752	5,209,336	5,311,480	5,413,623	21,083,191

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NJ Council for Young Children</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	0	0	0	0	0
14. Funds from other sources used to support the State Plan	700,000	0	0	0	700,000
15. Total Budget (add lines 13-14)	700,000	0	0	0	700,000
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NJ Council for Young Children</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>NJ Council for Young Children</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Create Governance Structure for PSAs	0	0	0	0	0
Establish County-Level Councils for Young Children	0	0	0	0	0
Establish County Technical Assistance Teams	0	0	0	0	0
Provide Regional Curriculum and Assessment Training	0	0	0	0	0
Expand Program Participation in Grow NJ	0	0	0	0	0
Launch the Grow NJ Online Interface	0	0	0	0	0
Increase Participation in and Improve Workforce Registry	0	0	0	0	0
Create the Early Learning Improvement Consortium	0	0	0	0	0
Validate Grow NJ System	0	0	0	0	0
Implement Statewide Kindergarten Entry Assessment	0	0	0	0	0
Accelerate Integration of Critical Early Learning Data Systems	700,000	0	0	0	700,000
Total Budget	700,000	0	0	0	700,000

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Head Start Collaboration Office</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	0	0	0	0	0
14. Funds from other sources used to support the State Plan	175,000	175,000	175,000	175,000	700,000
15. Total Budget (add lines 13-14)	175,000	175,000	175,000	175,000	700,000
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Head Start Collaboration Office</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Head Start Collaboration Office</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
	0	0	0	0	0
Create Governance Structure for PSAs					
Establish County-Level Councils for Young Children	35,000	35,000	35,000	35,000	140,000
Establish County Technical Assistance Teams	35,000	35,000	35,000	35,000	140,000
Provide Regional Curriculum and Assessment Training	35,000	35,000	35,000	35,000	140,000
Expand Program Participation in Grow NJ	35,000	35,000	35,000	35,000	140,000
Launch the Grow NJ Online Interface	0	0	0	0	0
Increase Participation in and Improve Workforce Registry	35,000	35,000	35,000	35,000	140,000
Create the Early Learning Improvement Consortium	0	0	0	0	0
Validate Grow NJ System	0	0	0	0	0
Implement Statewide Kindergarten Entry Assessment	0	0	0	0	0
Accelerate Integration of Critical Early Learning Data Systems	0	0	0	0	0
Total Budget	175,000	175,000	175,000	175,000	700,000

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.

- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

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

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

13) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

14) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

BUDGET PART II – NARRATIVE – DEPARTMENT OF EDUCATION (DOE)

Managing RTT-ELC Funds

The New Jersey Department of Education is committed to the mission of the State Plan. In order to ensure that RTT-ELC funds are being spent effectively and efficiently, the RTT-ELC grant Executive Director will work with the DOE's Office of Budget and Accounting to develop quarterly reports detailing how RTT-ELC funds are spent. The Executive Director will then review the quarterly reports, along with similar reports from each of the other Participating State Agencies, to ensure that RTT-ELC grant funds are being spent appropriately to meet the DOE's responsibilities relating to the State Plan. The DOE's Commissioner will also chair the Early Learning Commission. This will add another layer of accountability for both the use of RTT-ELC grant funds and the management of projects associated with the State Plan.

DOE's Budgetary Role in the state's Projects

The DOE will take a budgetary role in nine of the state's 11 projects described in Section (A)(2)(b). Where mentioned, any new state funding is subject to future appropriations.

Project 1: Create Governance Structure for Participating State Agencies

The DOE's budgetary role in this project is to support a RTT-ELC Executive Director and one education program development specialist to oversee the coordination of RTT-ELC funds and to convene regular meetings with both the RTT-ELC Leadership Team and the Early Learning Commission. In Year 1, \$104,000 and \$39,468 are budgeted in salary and benefits for the Executive Director based on the current state salary guide for program directors. Also in Year 1, \$79,000 and \$29,981 are budgeted in salary and benefits for the education program development specialist based on the current state salary guide for education program development specialists. In addition, the DOE will use IDEA and Title I funds to support two of the four DOE RTT-ELC Leadership Team members (at a total of about \$217,962 in Year 1), who will oversee the development and delivery of modules to the County Technical Assistance (TA) Teams. RTT-ELC grant funds will be used to support the other two DOE representatives for the Leadership Team at Year 1 salary and benefit amounts of \$79,000 and \$29,981 each, based on the current state salary guide for education program development specialists. The prescribed \$400,000 in grant funds for participation in grantee technical assistance is divided equally among the four

years of this project. The RTT-ELC Executive Director will coordinate these funds so that appropriate representatives from each of the Participating State Agencies attend necessary grantee technical assistance sessions. Finally, about \$19,181 in RTT-ELC grant funds will be used for travel, equipment and indirect costs.

Project 3: Establish County Technical Assistance Teams

The DOE's budgetary responsibility for this project will be to continue to use IDEA funds to support existing staff in the department's county offices who will serve as Disabilities Coordinators on the County TA Teams. Year 1 salaries and benefits for the Disabilities Coordinators equal about \$1,634,708. Starting in 2013, the DOE will also use RTT-ELC grant funds to support Learning Coaches on the County TA Teams. The number of Learning Coaches needed in a given year depends upon the number of classrooms participating in Grow NJ. In 2012, the DHS will fund 21 existing Learning Coaches in the State's Child Care Resource and Referral Agencies (CCR&Rs), which satisfies the need for Learning Coaches in 2012. Starting in 2013, DOE will use RTT-ELC grant funds to support six additional Learning Coaches to meet the need of additional classrooms in the system. By the end of the grant period, the DOE will use RTT-ELC grant funds to support approximately 41 Learning Coaches. Salary and benefits for each new Learning Coach are based on the average cost of existing Learning Coaches throughout the state.

Also for the Learning Coaches and Disabilities Coordinators, the DOE will use RTT-ELC grant funds to cover the cost of travel to training sessions with RTT-ELC Leadership Team members. Budgeted costs for travel are based on the long-standing state reimbursement rate of \$.31 per mile. The DOE will also use the grant to pay for supplies needed for these trainings, estimated at approximately \$5 per person for copies and other meeting supplies. Travel, supplies, and indirect costs make up the remaining project costs of \$51,799 in Year 1.

Project 4: Provide Regional Curriculum and Assessment Training

The DOE's budgetary responsibility for this project will be to oversee an MOA with curriculum developers to provide direct training for both the County TA Teams and site-level program staff. RTT-ELC grant funds will be used to support this direct training during the grant period. After the grant period, new state funds will be dedicated to continue this aspect of the State's Plan. In

Year 1, \$441,771 is budgeted for curriculum training based on quotes from curriculum developers for six days of training for cohorts of 50 individuals. The number of cohorts was determined according to the number of programs participating in Grow NJ each year. Similarly, the DOE will use RTT-ELC grant funds to support training teachers in performance-based assessments. Year 1 costs of \$158,555 are based on the estimated number of children in programs participating in Grow NJ and an average assessment cost of \$13 per child. Cost estimates are based on current performance assessment rates in the State Preschool Program. Overall costs will increase annually as the number of children increases. New state funds will be dedicated to support this effort after the grant period. Finally, RTT-ELC grant funds will support the training of four Leadership Team members in an instrument to assess teacher-child interactions. The Year 1 cost of this training is approximately \$12,005. Only the four Leadership Team members will need this training in Year 1, after which they will be able to train other Leadership Team members.

The DOE will also use \$20,000 in existing IDEA funds along with \$60,000 of RTT-ELC grant funds to develop training modules in collaboration with the other Participating State Agencies (Year 1 only). Leadership Team members will use these modules to train the Learning Coaches and the Disabilities Coordinators. Estimated costs are based on approximately 25 hours for the development of each of 16 modules for Learning Coaches and Disabilities Coordinators. The remaining \$33,220 budgeted for this project are for indirect costs, and for travel and supplies for trainings.

Project 5: Expand Program Participation in Grow NJ

While the DOE does have a role in this project, there are no associated budgetary responsibilities. The DOE will work with institutions of higher education to organize opportunities for regional credentialing programs and to attach educational credits to participation in ongoing professional development.

Project 6: Launch the Grow NJ Online Interface

DOE will oversee the use of RTT-ELC grant funds to establish the Grow NJ online system. During the grant period, RTT-ELC grant funds will be used to maintain the system license. Budgeted costs are based on quotes solicited from developers. Initial development of the data

base and parent/public access portal is estimated to cost \$605,000 (Year 1), while annual maintenance of the system is estimated to cost \$154,500 (Years 2-4). In addition, a cost of \$35 is estimated per classroom assessment. In Year 1, about \$14,310 is budgeted for the assessment of 409 classrooms. This amount will vary by year as the number of classrooms participating in Grow NJ changes. New state funds will support ongoing costs after the grant period.

Project 8: Create the Early Learning Improvement Consortium

The DOE's budgetary responsibility for this project will be to oversee an MOU with a consortium of state colleges and universities to conduct the ratings for the Grow NJ system. DOE will use IDEA funds to support the rating of classrooms serving students with disabilities. RTT-ELC grant funds will be used to conduct the remainder of the ratings. The Year 1 budget for this project is based on a rate of \$900 per classroom rating for center and school-based programs and \$450 per rating for family-based programs. These unit costs are based on similar annual ratings conducted for a longitudinal study on classroom quality in the State Preschool Program. The total Year 1 cost of \$354,416 represents approximately 409 classroom ratings. Project costs increase throughout the RTT-ELC grant period as Grow NJ expands. The Nicholson Fund has tentatively committed \$250,000 a year towards this aspect of the State Plan.

Project 9: Validate Grow NJ System

The DOE's budgetary responsibility for this project will be to oversee the use of RTT-ELC grant funds to support an MOU for a validation study of Grow NJ. During the grant period, an annual study will be supported with RTT-ELC grant funds and \$300,000 in Early Childhood Education funds currently budgeted for a similar evaluation of the State Preschool Program. These existing DOE Early Childhood Education funds and new state funds will be used to sustain annual evaluations through 2018 and bi-annual evaluations thereafter. The Year 1 cost of \$530,000 is based on current costs of a similar evaluation conducted of the State Preschool Program.

Project 10: Implement Statewide Kindergarten Entry Assessment

The DOE's budgetary responsibility for this project will be to fund the implementation of a statewide kindergarten entry assessment, starting in Year 2. Newly dedicated state funds will pay the cost of training cohorts of teachers in the assessment system, as well as the cost of administering the assessment. Budgeted costs for this project are based on an estimated number

of cohorts of 30 teachers needing training each year, at a cost of about \$2,000 per cohort (\$79,000 for over 26 cohorts needing training in Year 2). The total budget for this project also includes a fee of approximately \$8.50 per child for the administration of the assessment tool. Year 2 costs of about \$167,875 will support the assessment of about 19,750 children. All costs are based on preschool assessment training delivered to preschool teachers in the State Preschool Program. The remaining funds budgeted for this project are for indirect costs.

Project 11: Accelerate Integration of Critical Early Learning Data Systems

The DOE's budgetary responsibility for this project will be to oversee the use of RTT-ELC funds for a four-year MOA to create a system of unique child identifiers that can link early learning and development data systems across all agencies. Budgeted costs of approximately \$8.4 million over the grant period are based on a detailed quote from the OIT including both the cost of the data system hardware and DOE and OIT staff to implement the project. Year 1 costs are estimated at approximately \$1,557,561. The Governor's Council has agreed to contribute \$700,000 to the Year 1 costs, while RTT-ELC grant funds will support the remaining Year 1 costs of \$857,561.

Budget Category Line Items

For more information on the DOE's use of RTT-ELC grant funds in the above projects, a detailed explanation of each applicable budget category line item is below. Note that the DOE will not be using RTT-ELC grant funds for the following budget category and, as such, it is not detailed below: Budget Category 7 – Training Stipends; and Budget Category 8 – Other. An overall inflation rate of six percent was applied to each cost category for the grant period.

Budget Category 1 – Personnel

Year 1 Grant Funding: \$559,000

Year 2 Grant Funding: \$887,669

Year 3 Grant Funding: \$2,002,931

Year 4 Grant Funding: \$3,160,419

The following positions will be compensated under this grant:

- 1 RTT-ELC grant Executive Director – Funded at an initial annual salary of approximately \$104,000, for a full-time position of at least 35 hours per week. The Executive Director will oversee the coordination of RTT-ELC funds and oversee meetings of both the RTT-ELC Leadership Team and the Early Learning.

- 1 RTT-ELC grant staff member – Funded at an initial annual salary of approximately \$79,000, for a full-time position of 35 hours per week. This person will assist the director in the coordination and oversight of RTT-ELC funds.
- 2 RTT-ELC Leadership Team members – Funded at an initial annual salary of approximately \$79,000, for full-time positions of at least 35 hours per week. Leadership Team members will develop and provide training to County TA Team members and meet regularly with other Leadership Team members and the RTT-ELC Executive Director to assess progress.
- Learning coaches – County-level positions funded starting in Year 2 at an initial annual salary of approximately \$60,000, for a full-time position of at least 35 hours per week. Learning coaches will provide group trainings and individual technical assistance to programs in their county. The coaches will meet regularly with other County TA Team Members to assess the progress of programs in their county. As the number of programs participating in Grow NJ increases, so will the number of Learning Coaches. In Year 2, the DOE will oversee six full-time equivalent Learning Coaches, and one part-time Learning Coach (approximately seven to 10 hours per week), to meet the needs of classrooms participating in Grow NJ. In Years 3 and 4 of the grant period, the DOE will oversee 24 and 41 Learning Coaches, respectively.
- 2 Data Specialists – Department-level positions funded at an initial annual salary of approximately \$79,000 each, for full-time positions of 35 hours per week. The specialists will work directly with OIT to oversee the early learning data system integration project. In addition, these staff will oversee the implementation of the Grow NJ database.
- Module Development – Time for existing DOE staff to assist in the development of modules for Learning Coaches and Disabilities Coordinators. Developers will dedicate approximately 25 hours towards the development of each of 12 modules for a total of \$60,000. Budgeted costs are for Year 1 only, and fringe benefits for these staff will not be funded through the grant.

Salary levels for each of the above positions were estimated based on the state salary guides for similar positions.

Budget Category 2 – Fringe Benefits

Year 1 Grant Funding: \$189,371

Year 2 Grant Funding: \$336,870

Year 3 Grant Funding: \$760,112

Year 4 Grant Funding: \$1,199,379

Grant Year 1 fringe benefits for the above mentioned Year 1 personnel are calculated at 37.95 percent of an individual's annual salary. This percentage is based on the state's current full-time fringe benefit rate for FY12. Note that fringe benefits are not budgeted for staff assisting with module development.

Budget Category 3 – Travel

Year 1 Grant Funding: \$22,560

Year 2 Grant Funding: \$13,602

Year 3 Grant Funding: \$29,423

Year 4 Grant Funding: \$39,314

The grant director and DOE RTT-ELC Leadership Team members are expected to travel to various meetings in the state concerning module development and the implementation of the State Plan. Learning coaches and Disabilities Coordinators will be required to travel to a series of annual Training of Trainer sessions designed to equip County TA Team members with the most up-to-date best practices and strategies to deliver to the early learning and development programs for which they are responsible. In their first year, new Learning Coaches will attend approximately 36 trainings per year and Disabilities Coordinators will attend approximately 12 trainings per year. The cost of travel is estimated based on the state's current reimbursement rate of \$.31 per mile.

Budget Category 4 – Equipment

Year 1 Grant Funding: \$13,800

Year 2 Grant Funding: \$28,592

Year 3 Grant Funding: \$71,238

Year 4 Grant Funding: \$115,501

Estimated annual costs for technology and telephone expenses are allocated for the RTT-ELC Executive Director, grant staff member, four DOE RTT-ELC Leadership Team members, and two data specialists. Estimates for these costs are based on state rates for current employees. Technology equipment costs are also budgeted for Learning Coaches starting in Year 2.

Budget Category 5 – Supplies

Year 1 Grant Funding: \$3,510

Year 2 Grant Funding: \$1,486

Year 3 Grant Funding: \$2,583

Year 4 Grant Funding: \$2,632

An estimate of approximately \$5 per Learning Coach and Disabilities Coordinator per training was budgeted for supplies. These funds are intended to cover the purchase of office supplies and copies needed for County TA Team trainings. The basis for this estimate is the average cost of recent DOE trainings to school district staff.

Budget Category 6 – Contractual

Year 1 Grant Funding: \$1,231,641

Year 2 Grant Funding: \$960,840

Year 3 Grant Funding: \$1,149,930

Year 4 Grant Funding: \$1,355,281

The DOE will execute contracts or MOA's with outside entities to fully implement the State Plan. Below is a brief description of each proposal and how grant funds will be used to carry out each contract or MOA. The state will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

- Curriculum Training and Performance Assessments – The DOE will oversee contracts with curriculum developers to provide direct curriculum and assessment training to both County TA Team members and site-level early learning educators. Annual costs are based on a rate of \$15,000 for six days of training per cohort of 50 people, based on quotes from national curriculum developers. Year 1 costs are estimated at \$441,771 for over 29 cohorts. Performance assessments are based on a rate of \$13 per child, based on historical costs from the State Preschool Program. Year 1 costs represent assessment for about 12,197 children for a total cost of about \$158,555. Training of the Trainer costs in a teacher-child interaction instrument is based on a quote of about \$12,000 to train ten staff.
- Grow NJ Online Interface – The DOE will solicit RFP's from data system developers to create an online system for Grow NJ ratings and rating analysis. A one-time cost of \$605,000, based on quotes from developers, is budgeted to establish the initial data system and parent/public access portal. An annual cost of \$35 is also budgeted for each classroom rating, equaling \$14,310 in Year 1. Starting in Year 2, an annual cost of \$154,000 is also budgeted for continued maintenance of the data system.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$2,019,881

Year 2 Grant Funding: \$2,229,060

Year 3 Grant Funding: \$4,016,217

Year 4 Grant Funding: \$5,872,526

Budget Category 10 – Indirect Costs

Year 1 Grant Funding: \$31,716

Year 2 Grant Funding: \$50,436

Year 3 Grant Funding: \$112,760

Year 4 Grant Funding: \$177,148

Annual indirect costs were budgeted based on the DOE's Indirect Cost Rate Agreement of 3.9 percent with the U.S. Department of Education. The DOE is the lead agency and fiscal agent for the RTT-ELC grant.

Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Year 1 Grant Funding: \$1,081,716

Year 2 Grant Funding: \$3,367,359

Year 3 Grant Funding: \$3,264,780

Year 4 Grant Funding: \$2,484,245

The DOE will oversee several MOA's/MOU's to implement the State Plan:

- **Data Systems** – The DOE will enter into a four-year MOA with the New Jersey Department of Treasury's Office of Information Technology for a project to continue the integration of New Jersey early learning and development data systems. The estimated cost for the project is about \$8.3 million over the four-year grant period, including the cost of two DOE employees to oversee the project (see DOE budget narrative). RTT-ELC grant funds and funds from the Governor's Council will support the development of an integrated data system based on unique child identifiers and staff to implement the project (see Focus Area (E)(2)). Approximately \$700,000 in funds from the Governor's Council will be used with \$635,000 in RTT-ELC grant funds to support the estimated Year 1 costs of \$1,335,000.
- **Grow NJ Classroom Ratings** – A consortium of public state colleges and universities will enter into MOU's with the DOE to conduct classroom ratings for the Grow NJ system. The estimated Year 1 cost to conduct ratings and enter data into the Grow NJ Online Interface is \$354,416. Based on similar MOU's, it will take approximately two and a half days per rating for center and school-based programs, and one day per rating for family-

based programs. In Year 1, approximately \$137,700 of these costs will be funded through IDEA funds, and the remaining \$216,716 will be supported through RTT-ELC grant funds.

- **Grow NJ Validity Study** – Through a contract or MOU, an outside entity will conduct a validity study of the Grow NJ system. Annual evaluations will be conducted during the system's six-year rollout, and bi-annual evaluations will be conducted thereafter. It is estimated that each annual evaluation and written assessment will take six to eight months to complete. Based on similar MOU's, each study will cost approximately \$530,000. Approximately \$300,000 in Early Childhood Education funds will be budgeted for a portion of the annual evaluations, taking the place of the current evaluation of the State Preschool Program.

Budget Category 12 – Funds set aside for participation in grantee technical assistance

Year 1 Grant Funding: \$100,000	Year 2 Grant Funding: \$100,000
Year 3 Grant Funding: \$100,000	Year 4 Grant Funding: \$100,000

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$3,233,314	Year 2 Grant Funding: \$5,746,854
Year 3 Grant Funding: \$7,493,757	Year 4 Grant Funding: \$8,633,919

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$2,350,469	Year 2 Other Funding: \$2,639,014
Year 3 Other Funding: \$2,855,079	Year 4 Other Funding: \$3,077,465

The state intends to redirect a significant portion of current funds to support the State Plan, while also committing new state funds in several areas of the State Plan. The following is a description of new and existing state funds that will be used to support the projects in the State's Plan.

- **State Early Childhood Education Funds**
 - The DOE currently budgets approximately \$300,000 for an evaluation study of the State Preschool Program. In place of this evaluation study, these funds will be redirected to conduct the annual validation study of Grow NJ.
- **IDEA**

- IDEA funds in the amount of \$1.7 million are currently used to fund 16 Child Study Team Supervisors in county offices. The staff in these positions will act as Disabilities Coordinators for the County TA Teams.
- Approximately \$158,000 in IDEA administrative funds will be used to fund NJ Grow ratings in classrooms serving children with disabilities and the development of modules to train the Disabilities Coordinators.
- Title I
 - Approximately \$115,355 in Title I administrative funds will support one member of the RTT-ELC Leadership Team.
- New State Funds (During RTT-ELC Grant Period)
 - Subject to appropriation, in Year 2 approximately \$79,000 in new state funds will be dedicated towards training the first cohort of teachers in the kindergarten entry assessment. Another \$158,000 will be dedicated towards the administration of the assessment tool. These costs will increase annually as the number of children being assessed increases.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$5,583,782

Year 2 Total Funding: \$8,385,868

Year 3 Total Funding: \$10,348,837

Year 4 Total Funding: \$11,711,383

BUDGET PART II – NARRATIVE – DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

Managing RTT-ELC Funds

The New Jersey Department of Children and Families is committed to the mission of the State Plan. In order to ensure that RTT-ELC funding is being spent effectively and efficiently, the RTT-ELC grant director will work with the DCF's Division of Prevention and Community Partnerships to develop quarterly reports detailing how RTT-ELC grant funds are spent. The grant director will then review the quarterly reports, along with similar reports from each of the other Participating State Agencies, to ensure that RTT-ELC grant funding is being spent appropriately to meet the DCF's responsibilities relating to the State Plan. The DCF's Commissioner or her designee will also sit on the Early Learning Commission. This will add another layer of accountability for both the use of RTT-ELC grant funding and the management of projects associated with the State Plan.

DCF's Budgetary Role in the state's Projects

The DCF will take a budgetary role in four of the state's 11 projects described in Section (A)(2)(b). Where mentioned, any new state funding is subject to future appropriations.

Project 1: Create Governance Structure for Participating State Agencies

The DCF's budgetary role for this project will be to use Community-Based Child Abuse Prevention (CBCAP) funds to support a DCF representative on the RTT-ELC Leadership Team. The team member will assist in the development and delivery of training modules for the county Family Engagement Coordinators (see DCF MOU). The \$79,000 and \$29,981 budgeted for salary and benefits for this position in Year 1 are based on the current state salary guide for similar positions. The remaining \$2,800 in CBCAP funds budgeted for this project in Year 1 will cover travel and technology costs.

Project 2: Establish County-level Councils for Young Children

The DCF's budgetary role for this project will be to use CBCAP funds to support a County Council Project Director and an administrative support staff person to establish and coordinate a Council for Young Children in each county. After the grant period, the DCF will continue to use Federal CBCAP funds to support these positions. The \$79,000 and \$29,981 budgeted for the

Council Project Director's salary and benefits in Year 1 and the \$40,000 and \$15,180 budgeted for the administrative support staff person's salary and benefits in Year 1 are based on the current state salary guide for a professional and administrative support staff person, respectively. The DCF will also administer grant funding to an outside entity to train the Project Director in the implementation of the Family Development Matrix, used to evaluate the effectiveness of each County Council. The estimated Year 1 cost of \$65,000 for this training is based on quotes solicited from trainers. During the course of the grant period, and as the Director becomes adept at the use of the Matrix, the County Councils will gradually take on the cost of this evaluation until, post-grant, they are able to fully sustain the cost on their own. Of the remaining \$23,591 budgeted for this project in Year 1, \$21,056 will go towards travel, technology, materials and supplies and indirect costs and \$2,535 in RTT-ELC grant funds will go towards indirect costs..

Project 3: Establish County Technical Assistance Teams

The DCF's budgetary responsibility for this project will be to continue to fund Family Success Centers, many of which can offer available workspace to County Technical Assistance (TA) Team members when they are not conducting trainings and/or site visits.

Project 4: Provide Regional Curriculum and Assessment Training

The DCF's budgetary responsibility for this project will be to assist the RTT-ELC Leadership Team in the development of a series of approximately 40 training modules. The DCF will use \$40,000 of RTT-ELC grant funds to supplement with an existing staff of curriculum developers to create modules for the Family Engagement Coordinators (Year 1 only). The remaining \$12,957 in RTT-ELC grant funds budgeted for this project in Year 1 will go towards indirect costs, travel expenses for the module developers to meet, as well as a portion of the travel expenses for Health Service Coordinators and Family Engagement Coordinators not already covered through the DHS or the DHSS.

Budget Category Line Items

For more information on the DCF's use of RTT-ELC grant funding in the above projects, see the detailed explanation, below, for each applicable budget category line item. Note that the DCF will not be using RTT-ELC grant funding for the following budget categories (and, as such, they are not detailed below): Budget Category 2 – Fringe Benefits; Budget Category 4 – Equipment;

Budget Category 7 – Training Stipends; Budget Category 8 – Other; Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by state procurement laws; and Budget Category 12 – Funds set aside for participation in grantee technical assistance. An overall inflation rate of six percent was applied to each cost category for the grant period.

Budget Category 1 – Personnel

Year 1 Grant Funding: \$40,000

Year 2 Grant Funding: \$0

Year 3 Grant Funding: \$0

Year 4 Grant Funding: \$0

Module Development – Existing DCF staff will assist in the development of modules for Health Service Coordinators and Family Engagement Coordinators. Developers will dedicate approximately 25 hours towards the development of each of eight modules for a total of \$40,000. Budgeted costs are for Year 1 only, and fringe benefits for these staff will not be funded through the grant.

Budget Category 3 – Travel

Year 1 Grant Funding: \$9,828

Year 2 Grant Funding: \$10,025

Year 3 Grant Funding: \$10,426

Year 4 Grant Funding: \$11,051

Family Engagement Coordinators and Health Service Coordinators will be required to travel to an annual series of Training of Trainer sessions designed to equip County TA Team members with the most up-to-date best practices and strategies to deliver to the early learning and development programs for which they are responsible. The Coordinators will attend approximately 12 trainings per year. The DCF representation on the RTT-ELC Leadership Team will also need to travel to various meetings regarding trainings and module development. The cost of travel is estimated based on the state's current reimbursement rate of \$.31 per mile.

Budget Category 5 – Supplies

Year 1 Grant Funding: \$1,638

Year 2 Grant Funding: \$1,671

Year 3 Grant Funding: \$1,738

Year 4 Grant Funding: \$1,872

An estimate of approximately \$5 per person per training is budgeted for supplies. This funding is intended to cover the purchase of office supplies and copies needed for County TA Team

trainings for Health Service Coordinators and Family Engagement Coordinators. The basis for this estimate is the average cost of recent state trainings.

Budget Category 6 – Contractual

Year 1 Grant Funding: \$65,000	Year 2 Grant Funding: \$48,750
Year 3 Grant Funding: \$32,500	Year 4 Grant Funding: \$32,500

The DCF will oversee a contract or MOU with an outside entity to train the County Project Director in the use of the Family Development Matrix. The Year 1 cost is based on quotes from Matrix trainers. After the first year, each County Council will gradually contribute to the cost of the implementation of the Matrix until, after the grant period, the County Councils will assume this cost in full. The state will follow the procedures for procurement under 34 CFR Part 80.36.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$116,466	Year 2 Grant Funding: \$60,445
Year 3 Grant Funding: \$44,663	Year 4 Grant Funding: \$45,393

Budget Category 10 – Indirect Costs

Year 1 Grant Funding: \$2,982	Year 2 Grant Funding: \$1,431
Year 3 Grant Funding: \$1,449	Year 4 Grant Funding: \$1,478

Annual indirect costs were budgeted based on the DOE's Indirect Cost Rate Agreement of 3.9 percent with the U.S. Department of Education. The DOE is the lead agency and fiscal agent for the RTT-ELC grant.

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$119,448	Year 2 Grant Funding: \$61,876
Year 3 Grant Funding: \$46,112	Year 4 Grant Funding: \$46,871

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$298,041	Year 2 Other Funding: \$304,002
Year 3 Other Funding: \$316,162	Year 4 Other Funding: \$335,132

The following is a description of existing state funding that will be used to support the projects in the State's Plan.

- CBCAP Funding

- Repurposing of \$298,041 in Year 1 to support the activities of one member of the RTT-ELC Leadership Team, the County Council Project Director and County Council support staff member.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$417,489

Year 2 Total Funding: \$365,878

Year 3 Total Funding: \$362,274

Year 4 Total Funding: \$382,002

BUDGET PART II – NARRATIVE – DEPARTMENT OF HUMAN SERVICES (DHS)

Managing RTT-ELC Funds

The New Jersey Department of Human Services is committed to the mission of the State Plan. In order to ensure that RTT-ELC grant funding is being spent effectively and efficiently, the RTT-ELC Executive Director will work with the DHS's Division of Family Development to develop quarterly reports detailing how RTT-ELC grant funds are spent. The director will then review the quarterly reports, along with similar reports from each of the other Participating State Agencies, to ensure that RTT-ELC grant funds are being spent appropriately to meet the DHS's responsibilities relating to the State Plan. The DHS's Commissioner will also sit on the Early Learning Commission. This will add another layer of accountability for both the use RTT-ELC grant funding and the management of projects associated with the State Plan.

DHS's Budgetary Role in the state's Projects

The DHS will take a budgetary role in six of the state's 11 projects described in Section (A)(2)(b). Where mentioned, any new state funding is subject to future appropriations.

Project 1: Create Governance Structure for Participating State Agencies

The DHS's budgetary role for this project will be to use RTT-ELC grant funds to support a DHS representative on the RTT-ELC Leadership Team. The team member will assist in the development and delivery of training modules for the Learning Coaches and Family Engagement Coordinators (see DHS MOU). The \$79,000 and \$29,981 budgeted for salary and benefits in Year 1 for this position are based on the current state salary guide for similar positions. The remaining \$7,763 budgeted in Year 1 is for indirect costs, travel and technology. State funds will fully support this position after the grant period.

Project 3: Establish County Technical Assistance Teams

The DHS's budgetary role for this project will be to continue using approximately \$1,600,220 in Child Care and Development Fund (CCDF) funds to support 29 Learning Coaches already in place in the Child Care Resource and Referral Agencies (CCR&Rs). These Learning Coaches will receive additional training to serve on the County Technical Assistance (TA) Teams. The DHS will also continue to use about \$1,187,760 in CCDF funds to fund 21 Family Engagement

Coordinators also already in place in the CCR&Rs. The DHS uses CCDF funds to support these positions through an existing contract with the CCR&Rs.

Through the same contract, the DHS will continue to support space costs for the CCR&Rs. The CCR&Rs will offer available workspace to new County TA Team members when they are not conducting trainings and/or site visits. For new County TA Team members, the DHS will use RTT-ELC grant funds to equip them with computers, printers, internet connectivity, and software. Approximately \$210,000 in grant funds are set aside for these items (\$10,000 per county team), essential to the work of the County TA Team members. These costs are approximated based on funds provided to school districts for similar technology packages, taking into account existing staff on each County TA Team who will not require new technology. The remaining \$4,964 budgeted for this project is for indirect costs.

Project 4: Provide Regional Curriculum and Assessment Training

The DHS's budgetary responsibility for this project will be to use \$40,000 in grant funds to support existing staff who will develop training modules in collaboration with the other Participating State Agencies (Year 1 only). RTT-ELC Leadership Team members will use these modules to train the Learning Coaches and the Family Engagement Coordinators. Costs are based on approximately 25 hours needed for the development of each of eight modules.

In addition to module development staff, the DHS will use RTT-ELC grant funds to support the cost of the Coaches and Coordinators to travel to training sessions with RTT-ELC Leadership Team members. Budgeted costs for travel are based on the long-standing state reimbursement rate of \$.31 per mile. The DHS will also use RTT-ELC grant funds to purchase any supplies needed for those trainings, estimated at approximately \$5 per person for copies and other meeting supplies. Year 1 costs for travel and supplies are estimated at \$20,034 for 29 Learning Coaches and 21 Family Engagement Coordinators.

Through the existing contracts with the CCR&Rs, the DHS will administer grant funding to provide support to individual program sites for teacher and teacher assistant substitutes in order to lessen the burden of these staff being absent from their classrooms. A daily stipend of \$80 is based on data for average substitute teacher and assistant rates in the State Preschool Program.

Year 1 costs are estimated at \$1,295,862 to support training for almost 2,950 early childhood educators participating in Grow NJ in Year 1.

The remaining \$4,964 for this project in Year 1 will go towards indirect costs.

Project 5: Expand Program Participation in Grow NJ

The DHS's budgetary role for this project will be to use RTT-ELC grant funds, CCDF funds, and new state funds to provide incentives to family care and center-based early learning sites to encourage participation in the Grow NJ system. CCDF funds will support \$1,000 scholarships for teacher assistants seeking early learning and development credentials, while new state funds and grant funds will be used to provide \$3,000 scholarships for teachers, directors, and family child care providers seeking early learning and development credentials. Year 1 costs are budgeted at \$500,000 for 500 teacher assistant scholarships and \$1,599,750 for 533 teacher/director/family care provider scholarships. Scholarship amounts are based on estimates from state universities, colleges and community colleges offering early learning and development credentials. Numbers of scholarships are based on the number of programs participating in Grow NJ and do not include programs already participating in the State Preschool Program. Scholarships will be administered through a DHS contract.

RTT-ELC grant funds and new state funds will also support accreditation and program improvement stipends for sites participating in Grow NJ. Stipends are based on materials and supplies costs for the State Preschool Program. In Year 1, an estimated 452 stipends of \$2,000 will be provided to center-based programs and an estimated 241 stipends of \$750 will be provided to family care programs for a Year 1 total cost of \$1,084,750. Estimates are based on the number of programs participating in Grow NJ in Year 1 and do not include stipends for programs already in the State Preschool Program. RTT-ELC grant funds and new state funds will also be used, to provide five, 10 and 20 percent subsidy increases to family care and center-based sites as they advance to tiers 3, 4, and 5 in Grow NJ. Year 1 costs are estimated at \$1,463,580 based on an average reimbursement rate of \$400 for 3,659 subsidized children in the highest tiers of Grow NJ. Total costs will increase as more sites enter the higher tiers of Grow NJ, and will be sustained with additional state funds after the grant period. Program

improvement incentives will be administered through an existing contract between the DHS and the CCR&Rs.

The remaining Year 1 RTT-ELC grant funds for this project (\$522,321) will go towards overhead costs for PINJ and the CCR&R's to administer the above incentives. Overhead costs are estimated based on current overhead rates provided by the DHS to the CCR&Rs.

Project 6: Launch the Grow NJ Online Interface

The DHS's budgetary role for this project will be to repurpose existing CCDF funds to launch a public relations campaign to ensure that families are aware of the Grow NJ system, how to access the parent/public portal, and what kind of information they can access via the system. The success of Grow NJ depends on families' ability to use the system to inform their choices for high-quality early learning and development programs. The state's CCR&Rs already have extensive experience in family outreach and, as such, are well equipped to perform this task. The estimated annual cost of this campaign, \$1,500,000, is based on what the DHS already allocates to the CCR&Rs for similar family outreach campaigns.

Project 7: Increase Participation in and Improve Workforce Registry

The DHS's budgetary role for this project will be to maintain funding for the current NJ Registry for Childhood Professionals, which is estimated at an annual cost of \$990,000. Only a small percentage of the state's early learning educators participate in the Registry, so the DHS will use approximately \$36,392 in RTT-ELC grant funds to expand participation in the Registry by waiving the \$10 registration fee during the grant period (see DHS MOU). Budgeted costs for this project are based on historical costs of the existing system.

Budget Category Line Items

For more information on the DHS's use of RTT-ELC grant funds in the above projects, a detailed explanation of each applicable budget category line item is below. Note that the DHS will not be using RTT-ELC grant funds for the following budget categories and, as such, they are not detailed below: Budget Category 6 – Contractual; Budget Category 7 – Training Stipends; Budget Category 8 – Other; and Budget Category 12 – Funds set aside for participation in

grantee technical assistance. An overall inflation rate of six percent was applied to each cost category for the grant period.

Budget Category 1 – Personnel

Year 1 Grant Funding: \$119,000

Year 2 Grant Funding: \$80,580

Year 3 Grant Funding: \$82,160

Year 4 Grant Funding: \$83,740

The following positions will be compensated under this grant:

- 1 RTT-ELC Leadership Team member – Department-level position funded at an initial annual salary of approximately \$79,000, for a full-time position of 35 hours per week. The Leadership Team member will develop and provide training to County TA Team members and meet regularly with other Leadership Team Members and the RTT-ELC Executive Director to assess progress. Salary and benefits (budgeted below) for this position are based on the state salary guide for similar positions.
- Module Development – Time for existing DHS staff to assist in the development of modules for Learning Coaches and Family Engagement Coordinators. Developers will dedicate approximately 25 hours towards the development of each of eight modules for a total of \$40,000. Budgeted costs are for Year 1 only, and fringe benefits for module development staff will not be funded through the grant.

Budget Category 2 – Fringe Benefits

Year 1 Grant Funding: \$29,981

Year 2 Grant Funding: \$30,580

Year 3 Grant Funding: \$31,180

Year 4 Grant Funding: \$31,779

Grant Year 1 fringe benefits for the above applicable personnel are based on a percentage of 37.95 of an individual's annual salary. This percentage is based on the state's current full-time fringe benefit rate for FY12. Note that fringe benefits are not budgeted for staff assisting with module development.

Budget Category 3 – Travel

Year 1 Grant Funding: \$17,672

Year 2 Grant Funding: \$5,460

Year 3 Grant Funding: \$11,973

Year 4 Grant Funding: \$12,203

Learning coaches and Family Engagement Coordinators will be required to travel to an annual series of Training of Trainer sessions designed to equip County TA Team members with the

most up-to-date best practices and strategies to deliver to the early learning and development programs for which they are responsible. Learning coaches will attend approximately 36 trainings per year and Family Engagement Coordinators will attend approximately 12 trainings per year. The cost of travel was estimated based on the state's current reimbursement rate of \$.31 per mile. The DHS will oversee the cost of travel for about half of the Family Engagement Coordinators and for 29 Learning Coaches.

Budget Category 4 – Equipment

Year 1 Grant Funding: \$212,300

Year 2 Grant Funding: \$2,346

Year 3 Grant Funding: \$2,392

Year 4 Grant Funding: \$2,438

The DHS will use RTT-ELC grant funds to equip new County TA Team members with funding to purchase computers, internet connectivity, software and printers. Approximately \$210,000 in grant funds are set aside for these items (\$10,000 per county team), which are essential to the work of the County TA Team members as they provide professional development to individual sites. These costs are approximated based on funds provided to school districts for similar technology packages, taking into account existing staff on each county team who will not require new technology.

Estimated annual costs for technology and telephone expenses are also allocated for the RTT-ELC Leadership Team member. The Year 1 estimate of \$2,300 is based on state rates for current employees.

Budget Category 5 – Supplies

Year 1 Grant Funding: \$2,862

Year 2 Grant Funding: \$825

Year 3 Grant Funding: \$1,909

Year 4 Grant Funding: \$1,946

An estimate of approximately \$5 per County TA Team member per training is budgeted for supplies. These funds are intended to cover the purchase of office supplies and copies needed for TA Team trainings. The basis for this estimate is the average cost of recent DOE trainings to school district staff. The DHS will cover the cost of supplies for about half of the Family Engagement Coordinators and for 29 Learning Coaches.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$381,815

Year 2 Grant Funding: \$119,792

Year 3 Grant Funding: \$129,614

Year 4 Grant Funding: \$132,106

Budget Category 10 – Indirect Costs

Year 1 Grant Funding: \$14,891

Year 2 Grant Funding: \$4,672

Year 3 Grant Funding: \$5,055

Year 4 Grant Funding: \$5,152

Annual indirect costs were budgeted based on the DOE's Indirect Cost Rate Agreement of 3.9 percent with the U.S. Department of Education. The DOE is the lead agency and fiscal agent for the RTT-ELC grant.

Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Year 1 Grant Funding: \$6,002,655

Year 2 Grant Funding: \$6,271,993

Year 3 Grant Funding: \$6,562,407

Year 4 Grant Funding: \$6,876,326

The DHS will oversee two contracts to implement the State Plan:

- Through an existing contract with the CCR&Rs, the DHS will use new state funds and RTT-ELC grant funds to provide incentives to programs participating in the Grow NJ system. One incentive will be in the form of tiered reimbursements for subsidized child care. In Year 1 of the grant, the DHS will dedicate \$1,463,580 in RTT-ELC grant funds for tiered reimbursement. As more sites enter higher Grow NJ tiers, additional state funds will be used to support the reimbursements. Estimates are based on the number of sites in each tier of Grow NJ and an average supplement of \$400. The CCR&Rs will also administer program improvement incentives to sites participating in Grow NJ. Center-based programs will receive \$2,000 stipends, while family child care providers will receive \$750 stipends. Program improvement incentives are estimated to cost about \$1,084,750 in the first year of the grant period. Finally, the CCR&Rs will administer stipends for teacher and assistant substitutes to programs participating in Grow NJ for when staff are attending curriculum and other training sessions. Substitute stipends are estimated to cost about \$1,295,862 in Year 1 of the grant period, based on the number of new sites participating in Grow NJ each year, and a rate of \$80 per substitute, per day.

Overhead costs of approximately \$322,353 are budgeted in Year 1 for administration of the above incentives.

- The DHS will use RTT-ELC grant funds to increase participation in the NJ Registry for Childhood Professionals (maintained by PINJ) by waiving the \$10 registration fee for early childhood educators during the grant period. Year 1 costs are estimated at \$36,392 for almost 3,640 early childhood educators. Costs are based on the Registry's current registration fee. Grant funds will also support \$3,000 scholarships for teachers, directors and family child care providers. Annual costs are estimated at approximately \$1,599,750. Overhead costs of approximately \$199,969 are budgeted in Year 1 for administration of the above incentives.

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$6,399,360

Year 2 Grant Funding: \$6,396,457

Year 3 Grant Funding: \$6,697,076

Year 4 Grant Funding: \$7,013,584

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$5,777,980

Year 2 Other Funding: \$5,893,540

Year 3 Other Funding: \$6,009,099

Year 4 Other Funding: \$6,124,659

The state intends to redirect a significant portion of current funds to support the State Plan. The following is a description of existing state funds that will be used to support the projects in the State's Plan.

- CCDF Quality Set Aside Funds
 - The DHS currently budgets approximately \$1,600,220 to fund 29 Learning Coaches and \$1,187,760 to fund 21 Family Engagement Coordinators. The state will continue to support these positions so that these staff can serve on the County TA Teams.
 - The DHS currently spends approximately \$990,000 annually to maintain the NJ Registry for Childhood Professionals. The state will continue to support this system, while also attempting to increase participation in the Registry. To that end, \$500,000 in CCDF quality set aside funds will be dedicated to providing scholarships for teacher assistants.

- The DHS will dedicate \$1.5 million in CCDF funds for a Grow NJ public relations campaign to ensure that families are aware of the system and how to use it. The campaign will also inform families about the Council for Young Children in their county and how they can participate on the Council.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$12,177,340

Year 2 Total Funding: \$12,289,996

Year 3 Total Funding: \$12,706,175

Year 4 Total Funding: \$13,138,243

BUDGET PART II – NARRATIVE – DEPARTMENT OF HEALTH AND SENIOR SERVICES (DHSS)

Managing RTT-ELC Funds

The New Jersey Department of Health and Senior Services is committed to the mission of the State Plan. In order to ensure that RTT-ELC funds are spent effectively and efficiently, the RTT-ELC grant director will work with the DHSS's Division of Family Health Services to develop quarterly reports detailing how RTT-ELC grant funds are spent. The grant director will then review the quarterly reports, along with similar reports from each of the other Participating State Agencies, to ensure that RTT-ELC grant funds are spent appropriately to meet the DHSS's responsibilities relating to the State Plan. The DHSS's Commissioner or her designee will also sit on the Early Learning Commission. This will add another layer of accountability for both the use RTT-ELC grant funding and the management of projects associated with the State Plan.

DHSS's Budgetary Role in the State's Projects

The DHSS will take a budgetary role in three of the state's 11 projects described in Section (A)(2)(b). Where mentioned, any new state funding is subject to future appropriations.

Project 1: Create Governance Structure for Participating State Agencies

The DHSS's budgetary role for this project will be to use RTT-ELC grant funds to support a DHSS representative on the RTT-ELC Leadership Team. The team member will assist in the development and delivery of training modules for the Health Service Coordinators and Disabilities Coordinators (see DHSS MOU). The Year 1 salary and benefits of \$79,000 and \$29,981 budgeted for this position are based on the current state salary guide for similar positions. The remaining \$5,845 budgeted for this project will cover the cost of travel, technology and indirect costs.

Project 3: Establish County Technical Assistance Teams

The DHSS's budgetary role for this project will be to use RTT-ELC grant funds to manage MOU's with schools of public health to fulfill the role of Health Service Coordinators in the 21 County TA Teams. The MOU will incorporate the cost for the Health Service Coordinators to attend training sessions with the RTT-ELC Leadership Team, where the coordinators will be presented with modules developed for delivery to early learning and development programs.

Budgeted costs for this aspect of the project (\$1,786,470 in Year 1) are based on estimated salary and benefits for nurses in the State Preschool Program. Also included are travel costs (based on the long-standing state reimbursement rate of \$.31 per mile) and meeting supplies needed for training with Leadership Team Members, estimated at approximately \$5 per person for copies and other meeting supplies. After the grant period, new¹ state funds will be used to fund this initiative. Also included in the cost for this project are two DHSS initiatives already in place. Case Management Teams, funded by DHSS in the amount of approximately \$3,000,000 and the Parent Training Institute, funded by DHSS in the amount of approximately \$200,000 will collaborate with the Health Service Coordinators and Family Engagement Coordinators to ensure that families of children with high needs are aware of the extensive state resources at their disposal.

Project 4: Provide Regional Curriculum and Assessment Training

The DHSS's budgetary responsibility for this project will be to assist the RTT-ELC Leadership Team in the development of a series of approximately 40 training modules. The DHSS will use \$40,000 of RTT-ELC grant funds to create modules for the Family Engagement Coordinators (Year 1 only). The remaining \$7,456 in RTT-ELC grant funds budgeted for this project in Year 1 will go towards indirect costs, travel expenses for the module developers to meet, as well as a portion of the travel expenses for Health Service Coordinators not already covered by the DCF.

Budget Category Line Items

The DHSS's use of RTT-ELC grant funds in the above projects is explained in the applicable budget category line items below. Note that the DHSS will not be using RTT-ELC grant funds for the following budget categories and, as such, they are not detailed below: Budget Category 6 – Contractual; Budget Category 7 – Training Stipends; Budget Category 8 – Other; and Budget Category 12 – Funds set aside for participation in grantee technical assistance. An overall inflation rate of six percent was applied to each cost category for the grant period.

Budget Category 1 – Personnel

Year 1 Grant Funding: \$119,000

Year 2 Grant Funding: \$80,580

Year 3 Grant Funding: \$82,160

Year 4 Grant Funding: \$83,740

The following positions will be compensated under this grant:

- 1 RTT-ELC Leadership Team member – Department-level position funded at an initial annual salary of approximately \$79,000, for a full-time position of 35 hours per week. Leadership Team members will provide training to County Technical Assistance (TA) Team members and meet regularly with other Leadership Team members and the RTT-ELC grant director to assess progress. The salary level for this position is estimated based on the state salary guide for similar positions.
- Module Development – Existing DHSS staff, funded in part by the grant, to assist in the development of modules for Health Service Coordinators. Developers will dedicate approximately 25 hours towards the development of each of eight modules for a total of \$40,000. Budgeted costs are for Year 1 only, and fringe benefits for module development staff will not be funded through the grant.

Budget Category 2 – Fringe Benefits

Year 1 Grant Funding: \$29,981

Year 2 Grant Funding: \$30,580

Year 3 Grant Funding: \$31,180

Year 4 Grant Funding: \$31,779

Grant Year 1 fringe benefits for the above applicable personnel are based on a percentage of 37.95 of an individual's annual salary. This percentage is based on the state's current full-time fringe benefit rate for FY12.

Budget Category 3 – Travel

Year 1 Grant Funding: \$4,280

Year 2 Grant Funding: \$4,366

Year 3 Grant Funding: \$4,451

Year 4 Grant Funding: \$4,537

Health service coordinators will be required to travel to an annual series of Training of Trainer sessions designed to equip County Technical Assistance (TA) Team members with the most up-to-date best practices and strategies to deliver to the early learning and development programs for which they are responsible. The coordinators will attend approximately 12 trainings per year. The cost of travel is estimated based on the state's current reimbursement rate of \$.31 per mile.

Budget Category 4 – Equipment

Year 1 Grant Funding: \$2,300

Year 2 Grant Funding: \$2,346

Year 3 Grant Funding: \$2,393

Year 4 Grant Funding: \$2,438

Estimated annual costs for technology and telephone expenses are allocated for the RTT-ELC Leadership Team members. Estimates for these costs are based on state rates for current employees.

Budget Category 5 – Supplies

Year 1 Grant Funding: \$630

Year 2 Grant Funding: \$643

Year 3 Grant Funding: \$655

Year 4 Grant Funding: \$668

An estimate of approximately \$5 per Health Service Coordinator per training was budgeted for supplies. This funding is intended to cover the purchase of office supplies and copies needed for County TA Team trainings. The basis for this estimate is the average cost of recent state trainings.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$156,191

Year 2 Grant Funding: \$118,514

Year 3 Grant Funding: \$120,838

Year 4 Grant Funding: \$123,162

Budget Category 10 – Indirect Costs

Year 1 Grant Funding: \$6,091

Year 2 Grant Funding: \$4,622

Year 3 Grant Funding: \$4,713

Year 4 Grant Funding: \$4,803

Annual indirect costs are budgeted based on the DOE's Indirect Cost Rate Agreement of 3.9 percent with the U.S. Department of Education. The DOE is the lead agency and fiscal agent for the RTT-ELC grant.

Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by state procurement laws

Year 1 Grant Funding: \$1,786,470

Year 2 Grant Funding: \$1,822,199

Year 3 Grant Funding: \$1,857,929

Year 4 Grant Funding: \$1,893,658

The DHSS will oversee an MOU with state schools of public health to fill the role of Health Service Coordinators on the County TA Teams. The Health Service Coordinators will provide group trainings and individual technical assistance to programs, and meet regularly with other County TA Team members to assess the progress of programs in their county. The coordinators

will also attend trainings with RTT-ELC Leadership Team members to learn and discuss best health practices for early learning and development programs. Estimated Year 1 costs are \$1,786,470 for 21 Health Service Coordinators.

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$1,948,752	Year 2 Grant Funding: \$1,945,336
Year 3 Grant Funding: \$1,983,480	Year 4 Grant Funding: \$2,021,623

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$3,200,000	Year 2 Other Funding: \$3,264,000
Year 3 Other Funding: \$3,328,000	Year 4 Other Funding: \$3,392,000

The state intends to redirect a significant portion of current funding to support the State Plan, while also committing new state funds in several areas of the State Plan. The following is a description of existing state funds that will be used to support the projects in the State's Plan.

- In support of the State Plan, the DHSS will continue to use approximately \$3 million of state and Federal funds to support 21 case management teams throughout the state. The case management teams, staffed by registered nurses, social workers, and parents of children with special health care needs, will collaborate with the Health Service Coordinators to ensure that families of children with special health care needs are aware of all available services.
- The DHSS will continue to fund a health service grant of approximately \$200,000 for the state's Parent Training Institute, operated through the statewide Parent Advocacy Network (SPAN). This initiative enables families of children identified to county Case Management Teams to be connected to information and supports within the county.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$5,148,752	Year 2 Total Funding: \$5,209,336
Year 3 Total Funding: \$5,311,480	Year 4 Total Funding: \$5,413,623

BUDGET PART II – NARRATIVE – NJ COUNCIL FOR YOUNG CHILDREN (GOVERNOR'S COUNCIL)

Managing RTT-ELC Funds

The New Jersey Council for Young Children is committed to the mission of the State Plan. The chairperson of the Governor's Council will sit on the Early Learning Commission. While the Governor's Council will not have budgetary responsibility for any RTT-ELC funds, it will have a budgetary role in the State Plan. The Governor's Council will dedicate funds towards the implementation of the State Plan as described below.

The Council's Budgetary Role in the state's Projects

The Governor's Council will take a budgetary role in one of the state's 11 projects described in Section (A)(2)(b).

Project 11: Accelerate Integration of Critical Early Learning Data Systems

The Governor's Council has agreed to contribute to the Year 1 cost of a four-year MOA with the Department of Treasury's Office of Information Technology. Budgeted costs of approximately \$8.3 million are based on a detailed quote from OIT (see OIT Letter of Intent) including both the cost of the data system hardware and DOE and OIT staff to implement the project. Year 1 costs are estimated at approximately \$1,557,561. The Governor's Council has agreed to contribute \$700,000 to the Year 1 costs, while RTT-ELC grant funds will support the remaining Year 1 costs of \$857,561 (see DOE budget narrative).

Under the MOA, the OIT will work with the Participating State Agencies to create a system of unique child identifiers that can link early learning and development data systems across all agencies. Representatives from the Governor's Council's Data Committee have agreed to participate on the Data Governance Council, working to establish policies, resolve issues, encourage participation in NJ-EASEL, promote the program, ensure appropriate data oversight, and provide feedback on project plans and deliverables created by the NJ-EASEL Development Team.

Budget Category Line Items

Note that the Governor's Council will not be using RTT-ELC grant funds and, as such, the following budget categories are not detailed below: Budget Category 1 – Personnel; Budget Category 2 – Fringe Benefits; Budget Category 3 – Travel; Budget Category 4 – Equipment; Budget Category 5 – Supplies; Budget Category 6 – Contractual; Budget Category 7 – Training Stipends; Budget Category 8 – Other; Budget Category 10 – Indirect Costs; Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by state procurement laws; and Budget Category 12 – Funds set aside for participation in grantee technical assistance.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$0	Year 2 Grant Funding: \$0
Year 3 Grant Funding: \$0	Year 4 Grant Funding: \$0

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$0	Year 2 Grant Funding: \$0
Year 3 Grant Funding: \$0	Year 4 Grant Funding: \$0

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$700,000	Year 2 Other Funding: \$0
Year 3 Other Funding: \$0	Year 4 Other Funding: \$0

In support of the State Plan, and in line with its established goals, the Governor's Council will contribute \$700,000 towards the integration of early learning and development data systems throughout the state in Year 1. See the description of Project 11 in Budget Part I narrative for more details on the data integration project.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$700,000	Year 2 Total Funding: \$0
Year 3 Total Funding: \$0	Year 4 Total Funding: \$0

BUDGET PART II – NARRATIVE – HEAD START COLLABORATION OFFICE

The New Jersey Head Start Collaboration Office is committed to the mission of the State Plan. While the Head Start Collaboration Office will not have budgetary responsibility for any of the state's 11 projects described in Section (A)(2)(b), it will take an active part in the implementation of the State Plan.

As described in the MOU with the Head Start Collaboration Office, many of the projects in the State Plan will benefit from the support of the Head Start Collaboration Director. First, the Collaboration Director will provide valuable feedback to the RTT-ELC Leadership Team on the extent to which Grow NJ meets the needs of Head Start providers (see Project 1). Second, the Collaboration Director will work together with the County Council Project Director to provide expertise in the establishment of Councils for Young Children in each of the state's 21 counties (see Project 2). Third, the Collaboration Director will work with the RTT-ELC Leadership Team in the development of training modules for the County Technical Assistance (TA) Teams, ensuring that the unique needs of Head Start programs are addressed in each training module. Fourth, the Collaboration Director will promote awareness of Grow NJ to Head Start programs in order to increase program participation (see Project 5). Finally, the Collaboration Director will encourage early childhood educators in Head Start programs to register with the NJ Registry for Childhood Professionals (see Project 7).

Budget Category Line Items

Note that the Head Start Collaboration Office will not be using RTT-ELC grant funds and, as such, the following budget categories are not detailed below: Budget Category 1 – Personnel; Budget Category 2 – Fringe Benefits; Budget Category 3 – Travel; Budget Category 4 – Equipment; Budget Category 5 – Supplies; Budget Category 6 – Contractual; Budget Category 7 – Training Stipends; Budget Category 8 – Other; Budget Category 10 – Indirect Costs; Budget Category 11 – Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by state procurement laws; and Budget Category 12 – Funds set aside for participation in grantee technical assistance.

Budget Category 9 – Total Direct Costs (sum of categories 1-8)

Year 1 Grant Funding: \$0	Year 2 Grant Funding: \$0
Year 3 Grant Funding: \$0	Year 4 Grant Funding: \$0

Budget Category 13 – Total Funds Requested (sum of budget categories 9-12)

Year 1 Grant Funding: \$0	Year 2 Grant Funding: \$0
Year 3 Grant Funding: \$0	Year 4 Grant Funding: \$0

Budget Category 14 – Other Funds Allocated to the State Plan

Year 1 Other Funding: \$175,000	Year 2 Other Funding: \$175,000
Year 3 Other Funding: \$175,000	Year 4 Other Funding: \$175,000

In support of the State Plan, and in line with its established goals, the Head Start Collaboration Office will provide guidance, support and expertise in the implementation of the State Plan.

Budget Category 15 – Total Budget (sum of lines 13 and 14)

Year 1 Total Funding: \$175,000	Year 2 Total Funding: \$175,000
Year 3 Total Funding: \$175,000	Year 4 Total Funding: \$175,000

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07/1/2011 To: 06/30/2016

Approving Federal agency: ED HHS Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

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