

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150023

Grants.gov Tracking#: GRANT11762126

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/15/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Massachusetts Department of Early Education and Care

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1-046002284

* c. Organizational DUNS:

0861948540000

d. Address:

* Street1:

51 Sleeper Street

Street2:

* City:

Boston

County/Parish:

* State:

MA: Massachusetts

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

02210-1276

e. Organizational Unit:

Department Name:

Dept. of Early Education & Care

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Thomas

Middle Name:

* Last Name:

Weber

Suffix:

Title:

Commissioner

Organizational Affiliation:

* Telephone Number:

617-988-6600

Fax Number:

617-988-2451

* Email:

Tom.weber@mass.gov

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Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

14. Areas Affected by Project (Cities, Coun

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Massachusetts Preschool Expansion Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant MA-all

* b. Program/Project MA-001

Attach an additional list of Program/Project Congressional Districts if needed.

16. Congressional Districts Cl.docx

Delete Attachment

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17. Proposed Project:

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2018

18. Estimated Funding (\$):

* a. Federal 15,000,000.00

* b. Applicant (b)(4)

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Thomas

Middle Name:

* Last Name: Weber

Suffix:

* Title: Commissioner

* Telephone Number: 617-988-6600 Fax Number: 617 988 2451

* Email: Lon.weber@massmail.state.ma.us

* Signature of Authorized Representative: William Concannon

* Date Signed: 10/15/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|-----------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL | TITLE |
| William Concannon | Commissioner |
| APPLICANT ORGANIZATION | DATE SUBMITTED |
| Massachusetts Department of Early Education and Care | 10/15/2014 |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/> | | |
| | | |
| 6. * Federal Department/Agency: <input type="text" value="N/A"/> | 7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/> | |
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> | |
| 10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/> | | |
| b. Individual Performing Services (including address if different from No. 10a). Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/> | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section. 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="William Conception"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/15/2014"/> | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

PR/Award # S419B150023

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). 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 1894-0005.

Optional - You may attach 1 file to this page.

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GEPA (General Education Provisions Act), Section 427

The work of the Massachusetts Department of Early Education and Care (DEEC) is steeped in the understanding that brain building is in progress for young children in enriching environments with caring adults and meaningful and engaging interactions. The Department serves a geographically, culturally, and socio-economically diverse population of children and families. The Department is committed to equal access and treatment for all students, families and employees.

DEEC is focused on strengthening the system of early education and care in Massachusetts as a critical element of the education pipeline from cradle to career. The system DEEC is building includes all children, not just those who are subsidized or in formal care. To that end, DEEC provides services for children in Massachusetts through a mixed delivery system which includes group and center based programs, out of school time programs, family child care homes, public preschool programs, private preschool programs, kindergarten, and Head Start programs.

DEEC strives to bring together a growing community of early education and care providers, educators, academic researchers, business leaders, and individuals to raise awareness of the critical importance of fostering the cognitive, social, and emotional development of young children. By giving a strong start to our youngest citizens we create a stronger, more prosperous future for all. Massachusetts is dedicated to increasing coordination in our system of early learning and development and aims to prepare children for school success, especially those with the highest needs.

To maximize the diversity of children to be enrolled in high quality preschool programming through this grant opportunity, DEEC has elected to use a model of block grant funding to local LEAs over a model based on state subsidized child care eligibility. In this way, low income children will be enrolled in high quality programs based solely on their need for an early education experience and not on the work or training needs of their parents. In Massachusetts children at 200% of federal poverty level would not have access to preschool based on state subsidy eligibility requirements. Therefore, this model expands the eligibility levels for low income families while it allows for blending of funding within programs. Children enrolled in services through this federal grant would have access to learning environments with other

children funded by Head Start, state-subsidy dollars as well as those paid for privately by parents. This flexibility will allow for a greater diversity of children of varied socioeconomic backgrounds, bound only by the demographic realities of the communities in which they live.

As outlined in this grant application, the diversity of populations to be served was carefully considered in the selection of the communities chosen for participation. DEEC was able to utilize various resources and data from other Massachusetts state agencies in choosing the high-needs communities to serve in the Preschool Expansion Grant. In total, there were six lists of specific communities that DEEC used: Mass Home Visiting communities, Gateway Cities, Level 4 Schools & Districts, Level 5 Schools and Districts, Birth-Third Grade Alignment Grant communities, and the most recent MCAS 3rd grade reading proficiency scores.

In order to ensure that the supports are available to serve the diversity of populations represented by these communities, DEEC is requiring that grantees:

- Describe outreach methods - translation of materials, use of community based groups like CFCEs and CCR&Rs to connect with communities;
- Staffing- encourage programs to hire any new positions funded by this grant in a manner that reflects the racial, ethnic, cultural and language diversity of the communities being served;
- Inclusion- grantees required to provide support services to ensure that their enrollment figures represent children with identified special needs;
- Expansion of DEEC's current Flex Pool model of supports for inclusion of children with special needs will be encouraged. This model allows for 1:1 aids and adaptive materials and equipment for children in a manner that enhances inclusion without supplanting the services and materials required of the public school via an IEP;
- Professional development to include training on inclusion as well as cultural competency for participating staff;
- Coordinate local awareness efforts using established messaging; Build on family-specific outreach to include target cohorts in the natural community settings that they frequent (e.g., faith settings).

The design of this preschool program builds in a variety of supports for children with varying needs. Specifically, in addition to a high quality classroom experiences with highly qualified staff, this program requires that grantees offer a vast array of comprehensive services and supports including the delivery of, or referral to, the following comprehensive services: mental health, medical, dental, vision, hearing, nutrition and specialty therapies (e.g., speech and language; occupational therapy; physical therapy). Transportation services, while not universally provided to all children in this program design, are considered as an additional means of comprehensive support that, if identified by the local partners as necessary for a child to access the program, may be included in the delivery of services for that child.

To ensure that the needs for these services are identified and addressed by those at the local level, grantees are required to ensure that strong systems of communication and collaboration are in place between the public and community-based early education and care programs. These structures are inclusive of administrators, teachers and families and represent the diverse facets of early childhood education, including special education and support for English language learners (dual language learners). Joint professional development among early childhood leaders and educators is required as part of a strong system of collaboration and an important opportunity for ensuring that all children in the community have access to high quality preschool opportunities. Strong structures for collaboration and communication between public and community-based early education and care providers provide the opportunity to coordinate access to full-day, full-year preschool services, including comprehensive services for four year old children in the community.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Massachusetts Department of Early Education and Care

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Thomas Middle Name:
* Last Name: Weber Suffix:
* Title: Compliance Officer

* SIGNATURE: William Concedon

* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number, and e-mail address of the contact person for this project.]

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Massachusetts Preschool Expansion Program - Project Abstract

Five Commonwealth High-Need (HN) communities have enthusiastically agreed to partner with DEEC in this work: Boston, Holyoke, Lawrence, Lowell and Springfield. The public school district (LEA) in each community will serve as the Subgrantee, supported in the delivery of services by at least two Early Learning Providers in each community (12 total) and a DEEC-led statewide coalition of state agencies. In the first year of the grant, we will enroll ~(b) eligible four-year old children across the districts through a local investment of \$(b)(4) in Preschool Expansion grant funds. Over the four years of this grant award, we will serve a total of ~(b)(4) additional children ((b)(4) each year) living in families below 200% of the Federal Poverty Level (FPL).

While all Early Learning Providers (ELPs) serving these children will meet the 12 required HQPP standards, this funding will also significantly advance preschool quality and early education/public preschool partnerships within each of the five HN communities. It will enable the Commonwealth to better meet the needs of each community's vulnerable families through improved outreach, access and coordination of comprehensive services, assuring that young children's development is supported and advanced in their home environments, as well as in their preschool settings.

Specific Project Goals are:

- Expand Development of Mixed-Service Partnerships in the 5 High Need Communities
- Expansion of Preschool Access
- Support of Strong Family Engagement in Each LEA
- Delivery of Comprehensive Services.
- Program Quality and Child Outcome Improvement.
- Workforce Development.
- Responsibly manage the implementation of this \$15M process through improved Data Development and Use

As the Commonwealth continues to move to performance-based contracting, we will expand our use of evidence-based practice (EBP) while fostering innovation at the community level, and we will develop and share knowledge through continued formative assessment, as well as benchmarking outcomes through indicators such as attendance, preschool suspensions, school readiness, third grade reading proficiency, and family engagement.

Subgrantee LEAs - The City of Boston, The City of Holyoke, The City of Lawrence, The City of Lowell and The City of Springfield.

Early Learning Providers -

- Boston - (YMCAs of Greater Boston, Action for Boston Community Development (ABCD), Nurtury)
- Holyoke - (Valley Opportunity Council, Holyoke-Chicopee-Springfield Head Start),
- Lawrence - (Greater Lawrence Community Action Council, Community Day)
- Lowell - (Little Sprouts, Community Teamwork)
- Springfield - (YMCA of Greater Springfield, Holyoke-Chicopee-Springfield Head Start, Square One)

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.



October 14, 2014

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

The Honorable Sylvia M. Burwell
The U.S. Department of Health and Human Services
200 Independence Ave., S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Burwell:

It is my honor to present the Massachusetts Federal Preschool Expansion Grant proposal. On behalf of the Commonwealth of Massachusetts, I wish to thank you and President Obama for the essential leadership that you have provided in establishing early learning as a top national priority.

Massachusetts is grateful for this opportunity, which would build on nearly a decade of progress under the Massachusetts Department of Early Education and Care and our Race to the Top - Early Learning Challenge Grant. Notwithstanding some of our successes in education and child well-being, Massachusetts is motivated by our recognition that achieving our ideal of providing all children with their full measure of opportunity is a constant pursuit from which we can never retire.

The Federal Preschool Expansion Grant has inspired Massachusetts to think boldly and to offer a plan that engages and leverages the strengths of the Massachusetts mixed-delivery system to reach more children and advances our goal of achieving a universally-accessible, high-quality system of early education and care.

Thank you for your consideration and for lending your powerful voices to our most powerless children.

Sincerely,

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care

SECTION A: EXECUTIVE SUMMARY

The Commonwealth of Massachusetts (MA) has long-recognized both the necessity and the wisdom of investing in its youngest residents. From John Adam's authoring of the right to a free public education in our State Constitution, Horace Mann's creation of the modern American public school model, our groundbreaking adoption of standards-based education in 1993, and the creation of the first-in-the-nation consolidated Department of Early Education and Care (DEEC) in 2005, Massachusetts has prioritized its children and committed to the ideals of constant innovation and perpetual improvement. We are proud of our #1 ranking among the states in child well-being as rated by the 2014 Annie E. Casey Foundation's KidsCount program. However, we are aware of, and motivated by, how much more progress remains if we are to provide all children with the full measure of opportunity that they deserve and we owe them as a Commonwealth.

Notwithstanding some of our successes, Massachusetts families face the same economic challenges as many other states, including the new economic realities of globalization and the slowness of our exit from the Great Recession (*The Cornerstones of Economic Security for Resilient Workers*, National Governors Association, April 2013; *Education and Workforce Preparedness*, MA Business Alliance for Education, August 14, 2014). Families with young children, especially those in high-need communities, face the acute challenge of accessing one of the nation's most expensive early education and care systems, and, once there, finding high-quality services (*Parents and the High Costs of Child Care*, Child Care Aware of America, 2013).

Our most vulnerable families include those living with limited income, some in deep multi-generational poverty, whose daily lives are characterized by significant housing instability, health and mental health needs, nutrition challenges and the now well-known impact of chronic trauma, toxic stress and adverse childhood experiences. Our military, refugee and immigrant families also face many of these same challenges. For all of these populations with young children, access to high-quality preschool represents both a common need and an immensely effective public policy to stabilize the family and advance both child and parent well-being.

The National Center for Children in Poverty reports that in 2012 there were 317,692 families with 429,609 children ages five and younger in the Commonwealth, 32% of whom lived in families with income below 200% of the federal poverty level. Six in ten of these children (61%) lived with a single parent and four in ten (39%) had at least one parent who is employed either part-year or part-time. More than eight in ten (85%) of MA young children whose mothers and/or fathers have not completed high school live in low-income families. Even among young children whose parents have a high school degree but no post-secondary education, more than six in ten (63%) live in low-income families. These same data point out troubling inequities by race and ethnicity as well. Twenty percent (20%) of young white children and 25% of Asian children live in low-income families, as compared with 57% of African American and 67% of Hispanic families.

These trends carry over into children's educational performance as well. Massachusetts recently released results from the 2013 Massachusetts Comprehensive Assessment System (MCAS), our statewide student assessment program. The overall third grade reading performance is troubling enough, with 43% of children scoring below proficient, but the performance of low-income children is even more alarming with a staggering 61% below proficiency. Massachusetts can, and must, do more to engage and support children, especially vulnerable populations, during the critical years preceding kindergarten.

A recent report by the MA Budget and Policy Center estimates that one third of MA families living below 200% of the federal poverty level "receive no public support for their preschool children." The Center reports that statewide, about 51,000 preschoolers live in low-income families and 19,000 receive no public support. Lacking data on only four-year olds, we estimate that three and four-year olds constitute an equal part of these 19,000 children, suggesting that the total cohort of four-year olds eligible for enrollment in a High Quality Preschool Program would be about 9,500.

With this grant award, DEEC will take an additional, significant step forward to advancing access to Eligible Children (EC) in High Quality Preschool Programs (HQPPs) in MA. The plan builds upon other investments in early education and care, made over time and as recently as the present State Fiscal Year (FY). Most importantly, the plan engages all elements of the Massachusetts mixed-delivery system of early education and care, an unprecedented coordination of partners and resources that builds on momentum achieved at both the state and community levels over the past decade.

Our Plan in Brief

Five Commonwealth High-Need (HN) Communities have enthusiastically agreed to partner with DEEC in this work: Boston, Holyoke, Lawrence, Lowell and Springfield. [D(1-3)] The public school district (LEA) in each community will serve as the Subgrantee, supported in the delivery of services by at least two Early Learning Providers (ELPs) in each community (12 total) and a DEEC-led statewide coalition of state agencies. In the first year of the grant, we will enroll ~[REDACTED] eligible four-year old children across the districts through a local investment of \$[REDACTED] in Preschool Expansion grant funds. Over the four years of this grant award, we will serve a total of ~[REDACTED] additional children ([REDACTED] each year) living in families below 200% of the Federal Poverty Level (FPL).

While all ELPs serving these children will meet the 12 required HQPP standards, this funding will also significantly advance preschool quality and early education/public preschool partnerships within each of the five HN Communities. It will enable the Commonwealth to better meet the needs of each community's vulnerable families through improved outreach, access and coordination of comprehensive services, assuring that young children's development is supported and advanced in their home environments, as well as in their preschool settings. As the state continues to move to performance-based contracting, we will expand our use of evidence-based practice (EBP) while fostering innovation at the community level, and we will develop and share knowledge through continued formative assessment, as well as benchmarking outcomes through indicators such as attendance, preschool suspensions, school readiness, third grade reading proficiency, and family engagement.

Finally, DEEC and our state agency and local partners will continue to make community and systems-wide improvements that advance the effectiveness and efficiency of the MA Birth-Third Grade (B-3) policy agenda and provide a comprehensive service continuum for all children. Strategies supported through this grant opportunity will include data development and sharing, continued refinement and expansion of our Quality Rating and Improvement System (QRIS), systematic improvements in workforce development and support, and expanded cross-agency co-training. Developing innovative strategies to assure both sustainability and continued expansion of this work will begin immediately (e.g., through ongoing FY16 state budget planning, related grant management and alignment activities, and Social Innovation Financing (SIF) opportunities that will become available this fall).

In order to ensure that this initiative is not solely supported by the federal government, MA is able to devote almost \$(b), the equivalent of almost (b)% of our possible award, to support our effort to expand high quality preschool opportunities. In each case we have worked to adhere to federal guidelines regarding criteria for matching and as a result we can offer state funding shown below to support this initiative.

\$(b)(4) from new, state-funded K-1 grant program [B(2)] designed to support the establishment and improvement of preschool programs. These funds will be used both to fund new preschool classrooms and to improve quality in existing classrooms.

\$(b)(4) from the state's Child Care Quality Grant Program which is directly funded by receipts from the Commonwealth's "Invest in Children" license plates. This grant funds a number of quality improvements at programs in the Commonwealth.

\$(b)(4) as a result of state funded preschool age placements in our income eligible subsidy program which is a targeted effort to reduce our waitlist. This is the preschool aged portion of a \$(b) increase in funding to support placements for children awaiting subsidies.

\$(b)(4) as a result of state-funded preschool age placements in our supportive program for

children involved with the state's Department of Children and Families (DCF). This is the preschool portion of new supportive placements for these children.

Each of these sources (with the exception of the citizen-funded Child Care Quality Grant Program) have seen increases with support from both Governor Patrick and the MA Legislature in recent years. These funds represent Competitive Priority #1.

Seven goals along with a first set of Year I core activities serve as the foundation for our plan. These are summarized below and are woven throughout this application.

Goal #1: *Expand Development of Mixed-Service Partnerships in the 5 High Need*

Communities in an unprecedented effort to deliver high-quality preschool programming, and inform and advance state and local policies and programming.

Key Activities (Year I):

- Within 90 days of grant award, establish signed DEEC-LEA MOUs, present to community stakeholders, and create individual community plans for DEEC approval;
- Inform key legislative, policy leaders across branches of government at the state and community levels. Establish the statewide Preschool Expansion Program (PEP) interagency guiding group; and
- With each LEA, present the PEP plan to community providers, including those funded by DEEC, and others that provide comprehensive services to vulnerable families.

Responsible Parties: DEEC, the LEA, identified DEEC-licensed ELPs, and any other programs identified in the community plan.

Goal #2: *Expand Preschool Access* as outlined in this Plan

Key Activities (Year I):

- Establish LEA-ELP leadership and program team members: review and accept community plans; and
- Expand preschool access to accommodate the September 2015 entry of the first cohort

| |
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| <p>of 750 four-year olds across the five communities.</p> <p>Responsible Parties: DEEC, the LEA, identified DEEC-licensed ELPs, and any other programs identified in the community plan.</p> |
| <p>Goal #3: <i>Support Strong Family Engagement in Each LEA Community</i></p> <p>Key Activities (Year I):</p> <ul style="list-style-type: none"> • Prioritize and enhance time and resources to support parents and families as their children's first teachers and as critical stakeholders in the work of child development, school readiness and early school success; and • Explicitly identify the family engagement goals and strategies that align with, and leverage, ongoing DEEC-sponsored community and family engagement activities, in both the MOUs and community plans. <p>Responsible Parties: DEEC, the LEA, and identified DEEC-licensed ELPs.</p> |
| <p>Goal #4: <i>Comprehensive Services</i> to assure that these children and their families receive the services that they need to support the children's health development, school readiness, and early school success, including housing, nutrition, and employment training and opportunities.</p> <p>Key Activities (Year I):</p> <ul style="list-style-type: none"> • Explicitly identify in the community plans how the LEAs, DEEC-licensed ELPs, and related programs will deliver comprehensive services to the children and families served by the MA Preschool Expansion plan; and • Begin direct service delivery of comprehensive services by September 2015 or no later than December 2015. <p>Responsible Parties: DEEC, the LEA, identified DEEC-licensed ELPs, and any other programs identified in the community plan.</p> |
| <p>Goal #5: <i>Program Quality and Child Outcome Improvement</i> to improve and sustain the quality of early education and care programs in accord with the 12 components of High Quality Preschool Programs (HQPPs) and develop knowledge linkages between program performance and child outcomes.</p> <p>Key Activities (Year I):</p> |

- DEEC will hire a Preschool Expansion Project Director and establish an Interagency Advisory Group, led by DEEC and comprised of representatives of DESE and DHE, that will oversee development of, and establish procedures for, HQPP [C(2)] ;
- LEAs and ELPs will self-assess to identify systemic changes that can be made to better support program quality [C(2)];
- PEP Director will begin convening Professional Learning Communities to identify challenges, problem-solve, and identify and disseminate best practices [C(2)];
- DEEC will work with LEAs and ELPs to assign State Student Identification numbers (SASIDs) to participating children [C(2)];
- DEEC Program Quality Specialists will support LEAs and ELPs through the MA QRIS program quality standards and verification process [C(2)]; and
- Building on the SASID assignment, DEEC, LEAs, and ELPs will commence formative and direct assessment of participating children and initiate a jointly-funded longitudinal study of the Preschool Expansion Program [C(3)].

Responsible Parties: DEEC, the LEA, and identified DEEC-licensed ELPs.

Goal #6: *Workforce Development* to support the recruitment and retention of a highly skilled early education workforce with competitive compensation and opportunities for co-training with professionals from other sectors also serving these families.

Key Activities (Year 1):

- Identify and, if necessary, hire BA-credentialed and state certified lead educators for Preschool Expansion classrooms;
- As part of the community plan, establish an educator compensation package comparable to the local LEA; and
- Jointly identify and hire Master Teachers to provide preschool teachers with coaching, mentoring, curriculum guidance and support.

Responsible Parties: DEEC, the LEA, and identified DEEC-licensed ELPs.

Goal #7: *Responsibly manage the implementation of this \$15M process through improved Data Development and Use*

DEEC will develop and use data to; (a) Inform strategic planning; (b) Expand continuous quality improvement; (c) Track children's age-appropriate development B-3, school readiness and elementary school success (including the incidence of suspensions and expulsions, changes in attendance, and improvements in reading proficiency at the end of 3rd grade); (d) Improve family engagement, and (e) Provide for regular public reporting and accountability.

Key Activities (Year I):

- Assess the data capabilities of the five communities and ensure capacity to meet the program quality and child outcome requirements of the MA Preschool Expansion Plan;
- Standardize to the greatest extent possible across the five communities the manner and method of data collection, leveraging the DEEC Early Childhood Information System (ECIS), the MA State Longitudinal Data System (SLDS), and supplementing these systems as necessary [E(1-2)];
- Improve data collection and practice in the community plan and ensure that data plays a critical role in the five LEA-ELP Learning Communities [E(2)];
- Assess and share best practices across the DEEC-licensed system of more than 10,000 programs as well as the Commonwealth's community of LEAs through DEEC and community reporting requirements [E(4)]; and
- Provide comprehensive reports to stakeholders and policymakers through, but not limited to, the DEEC annual legislative report and monthly updates to the Board of Early Education and Care.

Responsible Parties: DEEC, the LEA, and identified DEEC-licensed ELPs.

To accomplish these goals, we will employ a set of cross-cutting processes, tools and investments developed over the past decade and coordinate them at unprecedented levels for the maximum benefit of children and families served. These include:

- Massachusetts Early Learning and Development Standards
- Birth through Third Grade Framework to guide transitions and alignment

- An Early Learning Assessment Framework for Children, including school readiness and third grade reading expectations
- The Massachusetts QRIS, DEEC Licensing, and related Program Quality Standards
- Massachusetts Early Education Workforce Initiative
- Family and Community Engagement Supports and Investment
- Inclusion Standards and Outreach Strategies
- Strong Cross-Agency Partnerships and resource collaboration
- The Massachusetts Early Childhood Information System
- Massachusetts *Brain Building in Progress* public education and advocacy campaign.

(A)(1) Progress to Date

Massachusetts is one of just three states with an early childhood education department. The MA Department of Early Education and Care (DEEC) was established in law in 2005 with the statutory charge of creating a comprehensive early education and care system to advance the well-being of Massachusetts' children, with a special lens on those most vulnerable. Over the last three years (2011-2014), the Department's accomplishments have resulted in increased budgetary resources, rising from \$(b)(4) in 2011 to the current budget of \$(b)(4) for the current state fiscal year [B(2)]. Evidence of the Commonwealth's commitment to investing in the early years can be seen in a (b)(4)% increase in funding categories specific to purposes of this Preschool Expansion Grant Application over the period SFY11-15.

The DEEC is also part of a newly-aligned, B-20 Massachusetts Education Secretariat. In 2008, MA established the Executive Office of Education (EOE) to "...improve achievement for all students, close persistent achievement gaps, and to create a 21st century public education system that prepares students for higher education, work and life in a world economy and global society." Included within EOE are the Departments and Boards of DEEC, Elementary and Secondary Education (DESE) and Higher Education (DHE), as well the University of Massachusetts and its Board of Trustees.

In recognition of the Commonwealth's commitment to education reform, DESE was awarded a Race to the Top (RTTT) grant in 2010, while DEEC received \$50 M federal Race to the Top Early Learning Challenge (RTTT-ELC) funds in the first round (2013). Even more recently, DEEC has been engaged with the National Governors Association (NGA) and five other states as part of an Early Learning Policy Academy to create a Birth through Grade Three policy agenda. Our products to date include a report entitled *Building the Foundation for College and Career Success from Birth through Grade 3*. [Appendix A.1.1.] This core document identifies the knowledge, skills and essential qualities that characterize students who are truly college and career ready, beginning with early education.

Partnerships and Shared Responsibility. No agency in the Commonwealth, at the state or community level, could do this work effectively without the direct engagement and support of families and the community leaders and organizations in which they live. DEEC proudly continues to expand its robust investment in structures and processes that support communities to serve the state's vulnerable children and families across sectors. [F(1-2)] In addition, DEEC has developed a strong record of inter-agency partnerships across state government, including but not limited to the Departments of Public Health (DPH), Mental Health (DMH), Transitional Assistance (DTA), Children and Families (DCF) and Housing and Community Development (DHCD), and the Office of Refugees and Immigrants (ORI) [B(6)].

A Birth-3 grade Framework. In this context, we are especially focused on the years between birth and 3 grade with attention to birth outcomes, age-appropriate early growth benchmarks, readiness for preschool and for kindergarten, and what should be, for all children, a world-class elementary school experience and the essential accomplishment of reading proficiency as children exit the 3rd grade [C(3)].

(A)(2) Provide High-Quality Preschool Programs (HQPPs) in High-Need Communities

With this application, DEEC will engage further with the federal Department of Education to advance access to and improve the quality of state preschool programs, family engagement, comprehensive community services, and interagency collaborative service systems in five HIN

Communities: Boston, Holyoke, Lawrence, Lowell and Springfield. Together, these communities are home to more than 15% of the Commonwealth's four-year olds.

Individually and jointly, these communities face considerable economic and educational challenges, as revealed in the DPH Maternal Infant and Early Childhood Home Visiting (MIECHV) needs assessment and grant application, Gateway Cities economic status data, and DESE public school district reform and performance data. [D(1)] They are also communities in which DEEC has made considerable financial and human capital investments and where the communities themselves have organizational, family and community assets to further build upon. These assets include two or more Early Learning Programs (ELPs) in each participating community who have agreed to participate in the work of this grant [E(1)].

(A)(3) Increasing Preschool Access for Eligible Children in Partner Communities

By statute, MA operates a "mixed service model" for the delivery of state-supported preschool programs. This model was established to support parental choice to the greatest extent possible and provide high quality programs to choose from, including family-based and center-based early education and care programs, Head Start, those supported through the state's Universal Pre-Kindergarten (UPK) program, and state-supported public school operated (LEA) preschool programs and classrooms. In Year 1 of this grant, the Commonwealth will increase the number of Eligible Children attending HQPPs in five communities by ~(b)(6) and will sustain this number annually over the four years of this grant, therefore serving at least ~(b)(6) Eligible Children.

(A)(4) Achieving High Quality Status based on the 12 Elements of a HQPP

The Commonwealth will continue to advance high quality, aligned with federal HQPP standards, by building on our strong foundation of licensing regulations, expanding provider enrollment and upward movement in the MA QRIS, with continued supports for workforce development. Our voluntary QRIS is a four-tiered model [*Appendix A.1.4.*], with all UPK programs achieving a Level 3 status aligned with the HQPP elements. This structure has been cross-walked with Head Start Performance Standards, UPK Grantee requirements, and with quality elements of programs offered by LEAs at the community level [B(4), *Appendix B.4.1.*, *Appendix B.4.2.*]. Because in

early education as in K-12 schooling the role and capabilities of the teacher/educator are pivotal to students' success, DEEC has a broad program of educator professional development and financial supports aimed at advancing the continued development of educator skills and credentials. We partner in this work with DHE as well as two- and four-year institutions of higher education in the state. At the present time, 75% of UPK programs funded by DEEC have at least one BA-level teacher in each classroom. All programs serving Preschool Expansion four-year olds will be in full compliance with this requirement by September 1, 2015. Further, we have constructed our Subgrantee arrangements and our cost model to enable LEAs to compensate individuals employed in this capacity with salaries comparable to their public school colleagues.

(A)(5) Setting Expectations for School Readiness

The Commonwealth's expectations for children's school readiness are set through its early learning guidelines and kindergarten guidelines [B(1)]. Because many children with special needs (or their parents) have grown up with Adverse Childhood Experiences (ACEs), we include substantial professional attention to the negative role of adversity in children's early development and school performance. (*The Science of Adversity and Resilience*, Harvard Center on the Developing Child, 2014) For children with special language needs, including emerging English language learners, DEEC has recently adopted national *Early English Language Learner (E-ELL) Development Standards* [B(1)].

Additionally, we are members of the national Strengthening Families (SF) Network, a learning community that supports family success through the promotion of "protective factors." This framework is pivotal for MA because it acknowledges the critical role of families in supporting children's early learning, and identifies a series of ways in which B-5 programs can support families to support their own child(ren)'s development. It would not be inaccurate to describe this work as "setting *family* expectations for school readiness. In the coming year, we will continue to embed the SF framework [*Appendix A.5.1.*] (a) in our work with publicly-supported agencies and services at the state and local level, (b) in our focus on comprehensive child and family screening and developmental assessment, and (c) in our expectations about the delivery of

comprehensive, multi-generational supports and services. Participation in content-specific co-training opportunities will be required of all LEAs participating in this grant award.

The translation from standards to practice is anchored in the MA Early Learning and Development Assessment System (MELD), created to measure child growth and development from birth to grade three. As part of this work, DEEC is collaborating with DESE to implement the MA Kindergarten Entry Assessment System (MKEA) [C(3)]. Participating school districts will employ Teaching Strategies-GOLD, an evidence-based formative assessment tool aligned with the Common Core. This tool measures a student's development across all developmental domains, and supports reflective professional development content and practice.

(A)(6) Support among a Broad Group of Stakeholders

A core value proposition in DEEC work is respect for, and support of, strong and enduring partnerships with a broad array of stakeholders. These partnerships have allowed Massachusetts to learn firsthand what makes a successful system for supporting early childhood initiatives in collaboration with multiple stakeholders.

At the statewide level, this work is supported across agencies [B(6)] as well as by the DEEC and its Advisory Council. Additionally, we enjoy the support and useful analyses of key advocacy organizations such as Strategies for Children and the MA Budget and Policy Center (the Annie E. Casey Kids Count organization in MA). We also have strong positive relationships with professional organizations, including the MA Association of Early Education and Care, MA Head Start Association, MA Alliance of YMCAs, MA Association for the Education of Young Children, the MA Association for Infant and Toddler Mental Health, Birth to Six, Boston Children's Museum and many others included among the letters of support for this application. (Please see attached) The Department continues to benefit from solid operational management and a positive policy and budgetary relationship with the Executive and Legislative branches of government. These statewide supportive relationships are essential as DEEC builds a sustainable expansion and results framework for our Preschool Expansion Program work.

(A)(7) Allocation of Funds

With this grant application, DEEC requests a four-year annual award of \$15M to be matched by other funds totaling nearly \$^{(b)(4)}[Competitive Priority 1]. Five percent (5%) of these Preschool Expansion funds (\$750,000) will be used to enhance statewide quality and accountability structures and investment to support our five LEA partners and the rest of Commonwealth communities as well. The main categories of work to which these funds will be allocated [C(1)] are summarized below:

- Personnel, including hiring a Preschool Expansion Project Director, Fiscal Monitor, Data Analyst, and a 50% share of three Master Teachers \$300,000
- DEEC share of a longitudinal data study \$117,639
- IT Support \$75,000
- Technical Assistance Set-Aside \$25,000

The remainder of the funds largely will support fringe benefits, indirect costs, travel, equipment, and supplies.

As shown below, the balance of Preschool Expansion funds (\$14,250,000) will be provided, annually upon the demonstration of expected progress, to the five LEAs as Subgrantees on this grant:

- Boston: \$4,061,250
- Holyoke: \$1,425,000
- Lawrence: \$2,351,250
- Lowell: \$2,850,000
- Springfield: \$3,562,500

To allow LEAs the flexibility to customize the use of these funds to accomplish the goals of this initiative, DEEC will provide these resources in a block-grant format. The cost model, more fully described in [D(4)], is based on a per-student allocation anchored to the Commonwealth's K-12

Chapter 70 education foundation grant amount. We have enhanced this unit cost approach to account for expanded hours (eight vs. six hours per day) and weeks (full year vs. school year), set a floor level to assure a minimum investment for the smallest community, Holyoke, and a ceiling for the largest community, Boston, enhanced to account for the highest cost of living in that community. Within 90 days of receiving a Subgrantee contract, each LEA will provide to DEEC a satisfactory first-year plan aligned with its MOU, along with a more general projection for the four years of the award. As part of this plan, each LEA will be required to address their planned methodology for outreach to families that is linguistically and culturally appropriate for the communities that they serve, including those that may be isolated or otherwise hard to reach, in order to ensure that all families are informed of the opportunity to enroll their children in available programs.

While each LEA Subgrantee will individualize its plan for expanded access, improved quality project and effective comprehensive supports (for the child and family), 5% of its funds will be authorized to support local project administration. An additional 5% will be set aside by each LEA and combined to fund a common evaluation and knowledge development process [D(4)]. These set asides were taken into account when estimating the numbers of Eligible Children each district will be expected to serve in HQPPs.

SECTION B: COMMITMENT TO STATE PRESCHOOL PROGRAMS

(B)(1) Early Learning and Development Standards

Although this section refers only to Birth to age 5 standards, we include Kindergarten standards because we fully understand the need for transition management, a full developmental learning continuum, and aligned instructional guidance. The formal documents listed below comprise the MA Early Learning and Development Standards as defined in this grant application. Further information on each of these, including detail on its development, is in [Appendix B.1.1].

- *MA Early Learning Guidelines for Infants and Toddlers (2010)*
- *Guidelines for Preschool Early Learning Experiences (2003)*

- *Kindergarten Learning Experiences (2008)*
- *WIDA Early English Language Development (E-ELD) Standards (2013)*
- *Preschool Science, Technology and Engineering (STE) Learning Standards for Preschool (2014)*

The infant/toddler, preschool and kindergarten guidelines are age/grade appropriate and cover all four required components of the Program Standards as described in this grant application. The standards have also been cross-aligned with each other over the course of their development and ongoing review. The *E-ELD* framework is aligned with the Head Start Child Development and Early Learning Framework. *Preschool Science, Technology and Engineering Learning Standards*, created in partnership with World-Class Instructional Design and Assessment (WIDA), are developmentally appropriate for children 2.9 to 5 years old and aligned with the existing DESE-approved *STE Standards* for preschool through grade 5.

In FY15, DEEC and WIDA will focus on: (a) educator, administrator and family training to better support Dual Language Learners (DLL) children through a blended learning model, (b) the application of content knowledge into everyday practice through training and coaching, and (c) the development and dissemination of practitioner resources to be used by practitioners to engage families in language development as it relates to school readiness. After completion of the training and coaching by WIDA, the MA *Early English Language Development Standards* will be presented to the DEEC Board in 2015 for adoption and implementation. These Standards will be available in five languages: Spanish, Haitian/Creole, Brazilian Portuguese, Simplified Chinese (Mandarin), and Arabic.

To ensure that all early childhood development standards are used widely, DEEC modified childcare licensing requirements to mandate that programs adhere to the *Early English Language Development Standards (E-ELD)*. In addition, our standards have been used as a foundation for the MA QRIS to guide curriculum and professional development. This important decision, representing our commitment not only to high quality early education, but also to aligning the

Pre-K and K-12 sectors, has been key to the state's goal of creating a truly seamless birth to age 20 system through a continuum of standards-based learning.

(B)(2) State's Financing Investment

In FY15, DEEC projects that over half a billion dollars (\$ (b)(4)) in state and federal funding will be expended to improve young children's development (birth to age 5) in the Commonwealth, exclusive of health care expenditures and nutritional supports such as SNAP and WIC. This funding level is also independent of DOE expenditures and government support of K or PreK education at the community level. Despite the State's slow recovery from the recent recession, this represents an increase of (b)(4) % over FY 2011 funding (\$ (b)(4)). Over just the past two fiscal years, this funding increased by (b)(4) %.

Generally, the funding outlined above allows the DEEC to serve about (b)(4) infants, toddlers, preschoolers, and school-age children per month through our subsidy system. DEEC does not currently possess the ability to disaggregate the number of four year-olds served, but will have that capability starting in January 2015 with the launch of its new Child Care Financial Assistance IT application. Currently, DEEC supports approximately (b)(4) preschoolers, defined as 33 months to four years and 11 months.

The chart below presents funding by program category over the period FY 2011-2015. Dollar amounts are presented in millions (M). Of note: State match to TANF funds exceeds the required amount in each year by \$ (b)(4) to \$ (b)(4) . Additional descriptions of programs can be found in the Master Listing of Programs [Appendix B.1.2.]. Additional detail on selected programs follows.

| FY 2015 | FY 2014 | FY 2013 | FY 2012 | FY 2011 | Funding Sources |
|------------|------------|------------|------------|------------|---|
| (b)(4) | | | | | Supplemental State Head Start (HS) & Early HS |

| | |
|--------|--|
| (b)(4) | State EEC Preschool (UPK & K1) |
| | State IDEA Part C |
| | State Special Ed & Related Services (PreK & K) |
| | State CCDF (exceeds match required) |
| | TANF Early Learning and Development |
| | State DPH Part C MassHealth (Early Intervention) |
| | DPH Part C Private Insurance |
| | RTTT-ELC |
| | Totals in millions |

Head Start/Early Head Start State Supplemental Grant Program. This program provides state supplemental salary grants for 30 federally funded Head Start agencies. For FY15, this grant was funded at \$(b)(4), an increase of nearly (b)(4)% from FY 2014.

Universal Pre-Kindergarten Grants. These grants fund DEEC-licensed preschool programs to: (a) promote use of the Early Learning Standards for children participating in UPK classrooms and family child care homes, (b) support and enhance the quality of services for children, especially high needs children and/or children living in under-performing school districts, (c) maximize parent choice and (d) support the use of evidence-based assessment systems/tools. For FY14, (b)(4) UPK grants were issued with total funding of \$(b)(4): (a) A renewal grant (approximately \$(b)(4)) to fund the 208 existing UPK programs and (b) an open competitive grant (~\$(b)(4)) to fund preschool programs not currently in the UPK program.

K1 Classroom Expansion Grants. New FY15 state funds were provided in the amount of \$(b) for grants to various jurisdictions for additional PreK classroom slots for four-year old children, with a priority given to DESI Level 5 schools and school districts [D(1)]. Guidelines are in the process of development. These funds are included as part of our Competitive Priority 1.

Waitlist Initiative. DEEC maintains an online child care waitlist that stands at over 28 K children as of October 2014. From 2011 through 2013, no resources were available to address these needs. In FY14, DEEC received \$(b) in new funding to reduce the waitlist for income-eligible early education and care programs, and (b)(4) children received vouchers by the EEC-imposed deadline of December 20, 2013. In FY15, DEEC received an additional \$(b) that will provide access to approximately (b)(4) additional children.

Early Education and Care and Out-of-School Time Capital Fund. In November 2013, Governor Patrick signed the 2013 Housing Bond Bill, now Chapter 129 of the Acts of 2013, into law. This bill created a new Early Education and Out of School Time (EEOST) Capital Fund under DEEC with a \$(b) initial capital expenditure authorization for grants for the purpose of funding the development or renovation of licensed early education and out of school programs. Approximately \$(b) in funding will be released before the end of calendar 2014.

MA Quality Rating and Improvement System (QRIS). RTTT-ELC provides \$(b) towards the operation of the MA QRIS. Just over \$(b)(4) is expended for operational support and \$(b) is expended in quality improvement grants to providers.

(B)(3) Enacted and pending legislation, policies and/or practices

The table below provides examples of some of the more significant legislation, policies and practices representative of the Commonwealth's commitment to state early education and programs. A full listing of all DEEC laws, regulations and policies are online at the department's website.

| Reference and Purpose | Reference | Legislation, Policy/Practice |
|--|---|--|
| Established UPK to assist in providing voluntary, universally accessible, high quality early education and care for preschoolers through a mixed delivery system to “serve and integrate diverse abilities and special needs, diverse cultural and linguistic backgrounds and diverse economic circumstances.” | Statute M.G.L. c. 15D, §13 (a)(b)(c)(d) | Creation of the Universal PreK Program (UPK) |
| Regulations pertaining to state subsidy of early education and out of school time programming and the policies on how financial assistance is distributed including; how family eligibility is determined, how the centralized waiting list works, how parental contributions are determined, the reassessment and/or termination process of financial assistance. | 606.CMR 10.00 Subsidized Child Care and 2013 Financial Assistance Policy Guide | Financial Assistance Regulations and Financial Assistance Policy Guide |
| Passed in 2012 to establish a statewide reading proficiency goal for all MA children to be achieved by the end of third grade. | Legislation Chapter 287 of the Acts of 2012 | Third Grade Reading Proficiency |
| The Board of Early Education and Care (The Board) is required to submit to the legislature an annual report documenting its progress in achieving the goals and implementing programs authorized under Chapter 15D (DEEC’s enabling statute). | Statute M.G.L.c.15D §§ 3(g), 10 and 13(d) | DEEC Annual Report to the Legislature |
| The SAC may comment on any rules or regulation before promulgation by the DEEC Board of Early Education and Care and recommend changes and improvements in early | Statute M.G.L.c.15D, §3A | State Advisory Council (SAC) |

| | | |
|---|---|--|
| education and care services. The State Advisory Council (SAC) represents the balance and diversity of the Commonwealth in race, ethnicity, gender and sexual orientation. | | |
| Created a new Early Education and Out of School Time Capital Fund within DEEC to issue grants from a \$45M fund for the development or renovation of licensed early education and out of school program facilities. | Legislation Chapter 129 of the Acts of 2013 | Housing Bond Bill |
| The Board must develop and annually update a plan for a workforce development system, including all center, family child care, infant, toddler, preschool and school-age providers, designed to support the education, training and compensation of the early education and care workforce. | Statute M.G.L.c. 151D§ | Early Education and Care Workforce Development Plan and Report |
| The study is designed to identify ways to improve regional and statewide efficiency in the distribution of state-supported childcare, analyze the child care needs of eligible families relative to availability, evaluate the balance of providing quality early childhood education with providing workforce support guardians. | Legislation Chapter 38 of the Acts of 2013 | Study of Child Care Supports |
| The Strengthening Families approach/Protective Factors Framework is a research-based, strategy employed in 30 states to increase family strengths, enhance child development and reduce child abuse and neglect. It is embedded in the MA QRIS. | National Best Practice: Center for the Study of Social Policy | Strengthening Families/ Protective Factors Framework |
| (a) Whenever children are preparing to transition to a new classroom or program, the educator must: | DEEC Licensing Regulations 606 | Transition policy |

| | | |
|---|---------------------------------------|--|
| 1. Collaborate and share information between each classroom or program, with parental permission; and 2. Assist the child with the transition in a manner consistent with the child's ability to understand. (b) If a program chooses to suspend or terminate a child for any reason the program must provide written documentation to the parents of the specific reasons for the proposed suspension or termination of the child, and the circumstances under which the child may return, if any. | CMR 7.04 (18) (b) Transitions | |
| Established the Child and Youth Readiness Cabinet to provide for "the consistent, efficient and effective coordination of effort between and among the government agencies whose services, programs and delivery systems to collectively address the needs of the whole child and his or her family." | Governor's Executive Order #505 | Child and Youth Readiness Cabinet |
| QRIS standards were adopted by the Board in December 2010, incorporating learning standards, curriculum, assessment, educator preparation, and family and community engagement. | DEEC Policy | QRIS Standards |
| Policy issued in 2010 presenting early education and care policies and guidelines for children whose home languages are other than or in addition to English. | DEEC Policy | Non-English Home Languages of Children |

(B)(4) Quality of Existing State Preschool Programs

Among low-income three- and four-year old children attending publicly-supported preschool, 36% attend Head Start, 36% attend state-subsidized family or center-based child care settings or the UPK program, and 29% attend preschool in LEA-funded classrooms (MA Budget and Policy

Center, 2014). Quality program standards covering all of these settings have been adopted by the Commonwealth. These include DEEC licensing of preschool programs, the MA QRIS, Federal Head Start Performance Standards, and NAEYC accreditation standards.

The foundation upon which DEEC's quality program is built is a set of licensing regulations recognized as some of the most ambitious in the country. DEEC's licensing regulations were most recently revised in 2010 to include language related to curriculum, interaction, transition and assessment of children. DEEC employs approximately 80 staff members across the state who license and monitor over 10,000 programs. These programs (family child care, large group and school-age, and residential and placement settings) are responsible for the health and safety and early education of 250,000 children on a daily basis. Ensuring all programs are frequently monitored and well-supported is crucial to the health and safety of children, but provides challenges for agency staff.

Massachusetts has been recognized as the state with the strongest, most comprehensive child care program requirements in the country. Child Care Aware's *We Can Do Better: 2013 Update* ranked Massachusetts as 2nd best (2nd only to the Department of Defense) in the country on child care program standards. To align the state's monitoring performance with its robust regulations, DEEC is in the process of developing new differential monitoring processes that will maximize the utilization of agency staff, enable more frequent interaction between DEEC staff and programs, and acquire additional licensing staff to improve caseload ratios.

At the present time, 10 of the 12 structural elements of a High Quality Preschool Program as defined in this federal application package are included across these MA quality standards. The two standards on which progress must still be made are: (a) the requirement for a BA educators in each classroom and (b) salary comparability with similar LHA positions. MA will be in compliance with these two remaining standards for programs funded through this grant. [Appendix B.4.1.] MA completed a crosswalk of the MA Licensing, QRIS, and UPK requirements and standards with the 12 structural elements of High Quality Preschool Programming. [Appendix B.4.2.]

The MA comprehensive QRIS is built upon the Commonwealth's child care and placement licensing framework, evaluated recently as among the best in the nation. The chart below summarizes the MA QRIS five standards.

| |
|---|
| 1. Curriculum and Learning: (a). Curriculum, Assessment and Diversity and (b) Teacher/Child Relationships and Interactions |
| 2. Safe, Healthy Indoor and Outdoor Environments |
| 3. Workforce Qualifications and Professional Development: (a) Designated Program Administrator Qualifications and Professional Development and (b) Program Staff Qualifications and Professional Development |
| 4. Family and Community Engagement |
| 5. Leadership, Management, Administration and Supervision |

The five standards apply across three different program types: Center-based and School-based child care, Family Child Care and After School and Out of School Time Programs. In June 2014, the MA QRIS Working Groups began work on a fourth program type, Public School-based programs. It is the goal of the Commonwealth that, over time, the MA QRIS will evolve into a single, common tiered-rating system for all DEEC-licensed programs [*Appendix A.1.4.*].

The following current DEEC investment support early education and care programs as they work to advance through the four-tiers of our MA QRIS:

QRIS Improvement Grants. A RTTT-ELC funded project, DEEC contracts with the United Way of Massachusetts Bay and Merrimack Valley to manage the FY13 - FY16 QRIS Program Quality Improvement Grants. The United Way of Massachusetts Bay and Merrimack Valley is responsible for: (a) Managing the grant application process for programs, coordination and technical assistance to programs receiving grant funding, (b) Providing professional development

that supports QRIS, and (c) Managing all aspects of the fiscal process for grants. QRIS Program Quality Improvement Grants support eligible programs/educators to plan for and implement direct program improvements, in pursuit of upward progress on the levels defined in the QRIS system [*Appendix A.1.4.*].

Project Peer Assistance and Coaching. Also a RTTT-ELC funded project, this effort is focused on designing a model for peer assistance and coaching to help programs improve quality as evidenced by their ability to meet criteria on the QRIS. Colleague coaches define and enhance the colleague-to-colleague relationship to support individual educator growth and change. This model of peer coaching combines the promise of coaching as an effective quality improvement strategy and the reality that the existing early childhood teachers and directors may be well-equipped to support each others' practices. This model takes elements from Peer Assistance and Review (PAR) coaching model currently used in many K-12 school districts.

QRIS Measurement Tools Grant. Utilizing state funding, DEEC contracted with Child Development and Education (CDE) to perform several key functions in support of the MA QRIS, through online and face-to-face instruction, followed by on-site work, available at introductory, intermediate and advanced levels:

- Design and coordinate training on the QRIS measurement tools;
- Provide access to those tools to support program improvement;
- Coordinate with Educator and Provider Support (EPS) Grantees [B(5)] to ensure that local programs engaged in QRIS have access to and are being trained to use measurement tools in their programs;
- Develop and deliver modules for the Environment Rating Scales and other tools used in the MA QRIS [*Appendix B.4.3.*]; and
- Support Grantees in developing the ability to deliver similar training using a training of trainers model.

This training is adapted to address the needs of English Language Learners, as well as children with special education needs.

Training in Business Planning. With RTTT-ELC funds, DEEC contracted with Inspirational Ones in 2013 to develop an easily accessible business improvement resource. Its purpose is to assist both home-based and center-based educators to implement sound business practices. These improvements result in higher scores on the Program Administration Scale and the Business Administration Scale and support programs in advancing to a higher level on the QRIS. A related contract with Little Sprouts, an identified ELP for this proposal's work in Lowell, will implement a training of trainers statewide.

(B)(5) Coordination of preschool programs and activities

The Commonwealth operates from a comprehensive services framework for young children and their families that includes direct services, resources, and technical assistance needed by and provided to consumers, and has the operational infrastructure necessary to support a high quality comprehensive system, including coordination across service sectors. Central to this infrastructure is the Board of Early Education and Care. The DEEC Board reviews EEC budget related activities that are brought to the full Board for discussion and decision making, and supports EEC's efforts to implement a system to improve and support quality statewide and to offer an array of high quality, comprehensive, and affordable programs designed to meet the diverse, individual needs of children and families. The Board also functions as the State Advisory Council for purposes of aligning state and federally funded initiatives. In its oversight capacity, the Board, with the DEEC Commissioner serving as its Secretary, meets monthly and ensures that DEEC funds a variety of programs through grant programs that build upon program quality and support coordination of efforts across quality domains. These include:

The Massachusetts Head Start (HS) and Early Head Start (EHS) Programs. DEEC is deeply involved with Head Start where 30 local HS Grantees and 18 EHS Grantees serve over 14,000 young children and their families with comprehensive access to needed services. The MA

Preschool Expansion Grant ELPs include programs with Head Start in all five communities (Boston, Holyoke, Lawrence, Lowell, and Springfield).

The Educator and Provider Support (EPS) grant funds a network of five regional Grantees for professional development opportunities. These Grantees are the state's primary vehicle through which early educators gain access to effective professional development opportunities, including providing credit-bearing coursework, and support services including technical assistance, coaching and mentoring. DEEC also utilizes the state's six ***Readiness Centers*** to further support professional development and improve alignment across Massachusetts' education entities birth - 20 years old. These Centers are operated by regional consortia of partners, including higher education, school districts, early education and out-of-school-time providers, educational collaboratives, non-profit organizations, and business and community members.

The Coordinated Family and Community Engagement (CFCE) grant program supports 89 Grantees to provide all families with access to locally available comprehensive services and supports that strengthen families and promote optimal child development. Key work includes: (a) universal and targeted outreach, especially to children with multiple risk factors and/or hard-to-reach families and children; (b) linkages to comprehensive services; (c) family education through evidence-based early literacy and family literacy opportunities and (d) transition supports to promote successful birth to age eight transitions, with a specific focus on Kindergarten transitions.

The Inclusive Preschool Learning Environments (IPLE) grant is designed to (a) support local program capacity to offer inclusive preschool learning environments in center-based programs and public school preschool programs and (b) enhance program quality by continuing to require IPLE funded programs to participate in QRIS.

Early Childhood Resource Centers (ECRCs), a collaborative venture with five public libraries that began in 1991, has created broader access for parents, public schools, and others to

materials, resources and referrals available to the early childhood community across the state. These Early Childhood Resource Centers provide evidence-based activities, and resources to strengthen the capacity of families to support their children's literacy development and referrals to families and early education and care programs to community-based adult literacy programs and local CFCE Grantees for access to comprehensive services.

As a comprehensive early education and care agency, DEEC resources are directed towards promoting coordination of early education and care (including preschool) within DEEC, as well as with other state agencies serving vulnerable children as described in detail in [B(6)] below.

As the DEEC plans for its State FY16 budget recommendation and undertakes its grant activities during the fiscal years that would be applicable to the Preschool Expansion Grant, it will seek to engage its resources, largely described in this section and [B(2)], to support Preschool Expansion Grant activities without diminishing other services or increasing costs to families for related programming.

(B)(6) Promoting Coordination of Preschool Programs with Other Sectors

DEEC is actively engaged with partner state agencies to coordinate preschool and early childhood efforts with the Commonwealth's health and human services sector.

Department of Elementary and Secondary Education. DEEC and DESE partner to promote the alignment, coordination and quality of preschool and early elementary school settings. Recent examples include: (a) joint development of guidelines and applications for the K1 Classroom Expansion project, including quality standards that ensure school readiness and 3rd grade reading proficiency for students in pre-k classrooms; (b) alignment of the E-ELD standards for both DEEC and DESE; and (c) ongoing joint implementation of the MA Kindergarten Entry Assessment (MKEA) initiative.

Department of Children and Families (DCF). DEEC and DCF regularly partner in the referral and provision of early education services to over 7,000 children involved with DCF. Care is

provided to children through a closed referral process where children are placed with contracted providers. These educators receive a supplemental rate to address the needs of this population. To promote attention to early childhood and child development within the child welfare system, DEEC also supported DCF to establish a new mandatory full-day in-service training for new DCF social workers on early childhood education, brain development, school readiness, and trauma-informed care. DEEC also created a new Early Childhood Mental Health Certificate Program for DCF social workers to increase expertise in the social and emotional needs of young children and their families. DEEC works with DCF on an ongoing basis to embed early childhood development in DCF policies, professional development, and technical assistance to the field. In partnership with the Children's Trust and DCF, employ the SF Protective Factors as a best practice for working with families [B(3) *Appendix A.5.1.*].

Department of Housing and Community Development. DEEC and DHCD jointly administer a subsidy program that enrolls over 690 homeless children in child care programs statewide through contracts with licensed early education programs. Programs receive a supplement to this supportive contract to address the needs specific to homeless children and families. DEEC has also worked with DHCD to assure quality support to vulnerable young children and their families experiencing unstable or transient housing through (a) the distribution of bilingual information on local early education resources and (b) training on the Ages & Stages Questionnaire (ASQ) for staff of homelessness agencies. In addition, DEEC has distributed over 2,000 books for children living in hotels, motels and shelters.

Department of Mental Health. To strengthen the comprehensive statewide system of mental health supports for children and families, DEEC worked with DMH to: implement (a) collaborative joint professional development opportunities that address prevention and intervention for children with emotional or behavioral challenges; (b) promote and model desired cross agency teamwork for mental health agencies and early childhood educators providing early childhood educational mental health consultation; and (c) developed an Interagency Service Agreement with EOHHS and its Medicaid Office to expand the capacity of a major mental health state system to address young children's unique needs.

Office of Refugees and Immigrants. To support early learning and school readiness for immigrant and refugee children and their families, ORI and DEEC sponsored a series of “New Start: Supporting Multilingual Young Children and Immigrant and Refugee Families” trainings for over 300 individuals from CECE Grantees, Child Care Resource and Referral Agencies (CCRRA), MASS 2-1-1, Family Child Care providers, Head Start, and ORI service agencies.

Department of Public Health. DPH is the lead agency for the federal MIECHV grant, and has received between \$9.05M and \$10.66M each year over a five year period. DEEC acts as one of the collaborating agencies, and its Commissioner is one of the co-chairs for the program. Additionally, the Massachusetts Children’s Trust, DCF, and the Head Start State Collaboration Office are also collaborating agencies for this project. In addition, QRIS Nurse Health Advisors conducted 196 trainings on medication administration to 99 early child care programs, reaching 1,300 educators statewide.

SECTION C: ENSURING QUALITY IN PRESCHOOL PROGRAMS

(C)(1) Use no more than 5% of funds for infrastructure and quality improvements

As outlined in Section A above as well as in the budget detail sections of this application, DEEC will utilize no more than 5% of total requested funding (\$750,000) to support the work proposed in this grant application. This is possible because Subgrantees, the five LEAs, along with the 12 Early Learning Providers (ELPs) and their other local partners will share responsibility for implementing oversight requirements, improving program quality, and delivering child outcomes.

The five percent (5%) retained by DEEC will be used to enhance statewide quality and accountability structures and investment to support our five LEA partners and the rest of Commonwealth communities as well. The main categories of work to which these funds will be allocated are:

- Personnel, including hiring a Preschool Expansion Project Director, Fiscal Monitor, Data Analyst, and a 50% share of three Master Teachers \$300,000
- DEEC share of a longitudinal data study \$117,639
- IT Support \$75,000
- Technical Assistance Set-Aside \$25,000

These investments will enable DEEC to implement and monitor grant activities. DEEC has allocated funding to ensure that lessons will be learned for future development of a statewide system of high quality preschool programming through the funding of a longitudinal study, explained in greater detail in [E(3)]. Additionally, commitment to ongoing partnerships with our Grantees is inherent in this cost-sharing model where DEEC will support portions of the longitudinal study and the cost for Master Teachers.

(C)(2) Implement a system for monitoring and support continuous quality improvement

DEEC will support LEA Implementation Plans [*Appendix C.2.1.*], in part, through its system to monitor preschool program quality. This system will be anchored in a solid quality infrastructure (as described below), existing monitoring processes to avoid duplication (such as regular licensing visits) to assure continued compliance with health, safety and educational standards foundational to program quality and enhancements to ensure Continuous Quality Improvement. This system will also enable DEEC, the LEAs, and ELPs to work at quality improvement in four contexts: the community, its HQPPs and classrooms, and children's development individually and in the aggregate. The elements of our Monitoring System will enable MA to achieve its ambitious goals and create a structure well suited for eventual statewide implementation. See [*Appendix E.4.1.*] for a description of all monitoring activities for this grant.

Project Director. DEEC will hire a full-time Preschool Expansion Project (PEP) Director tasked with overseeing and guiding implementation in each of the five communities. A job description of this position is provided. [*Appendix C.2.4.*]

Fiscal Monitor. This individual will monitor LEAs to ensure that the financial management systems of each of the LEAs meet standards related to financial reporting, accounting records, internal controls, budget controls, allowable costs, source documentation, cash management, non federal audits, and other grant related requirements. It will also conduct on-site fiscal monitoring of subgrantees.

Data Analyst. As data is key to DEEC's ability to monitor, assess, and improve preschool program quality. This individual will coordinate all collection, analysis and dissemination of data collected related to this project. This individual will act as a bridge between DEEC and our subgrantees and their partners and help in sharing data with our Federal partners and other states. This individual will also help facilitate the delivery of the longitudinal study detailed in our application narrative.

Interagency Advisory Group. Monitoring will include a Preschool Expansion Program interagency team comprised of representatives of DEEC, DESI, and DHE. This team will act in an advisory function and will oversee the development of policy and working procedures related to (a) the delivery of high quality preschool programming, (b) evaluation, (c) local monitoring and (d) lines of responsibility of LEAs and community partners. Described more fully in [E(4)], the Advisory will model the inter-agency collaboration expected at the local level; ensure alignment across current efforts; promote coordination of current DEEC, DHE, and EOHHIS resources in the five communities.

Regional Monitoring Teams. As described in more detail in [E(4)], five Regional Monitoring Teams (RMTs), one in each participating community, will consist of a DEEC Regional Director or designee, the District Superintendent's designee, regional staff currently responsible for oversight of related state funded grant activities, and current Grantees of services. The teams will report to the Project Director and have direct oversight of the LEAs and their DEEC-licensed ELPs through a DEEC-approved MOU. [E(4), ***Appendices C.2.1. & C.2.2.***] The RMTs will assess progress on grant milestones in each community and develop specific Continuous Quality Improvement (CQI) plans as needed, to include progress towards securing comprehensive

services, family and community engagement, and creating a comprehensive public-private early childhood system as part of the local preschool to Grade 3 continuum.

The Monitoring Protocol. Grantees and their local partners will begin with the self-assessment employing *A Framework for Planning, Implementing and Evaluating PreK to 3rd Grade Approaches* described in [E(2), **Appendix E.2.1.**] to reflect on systemic changes that can be made to better support program quality. This comprehensive framework includes needs assessments relative to comprehensive services, family and community engagement, and professional development. The monitoring protocol described above is informed by and consistent with that used by the state of New Jersey and by the Boston Public Schools in their K1 preschool program. These protocols were selected for their relevance to Massachusetts and, most importantly, their proven ability to produce positive child outcomes. Moreover, this protocol uses the state's program quality support infrastructure including its QRIS, EPS professional development network, CFCIE infrastructure dedicated to connecting children, families, and programs to comprehensive services and community resources, and uses the formative assessment tools undergoing the MKEA. These building blocks, combined with staffing models that allow for coordination, information sharing, feedback, and accountability, will drive continuous program improvements for preschool children in Massachusetts.

Learning Communities. Professional Learning Communities are an integral element in Implementation Science. The PEP Director will convene Professional Learning Communities (PLCs) that provide the five LEAs with the opportunity to come together to identify challenges, problem-solve, share their CQI efforts, glean best practices, discover creative or innovative means for meeting community needs, and share lessons learned. [E(5)] delineates more specifics about the timing and substance of these meetings. These communities will also benefit the state's effort as a whole to advance HQPPs and expand access.

Public School Preschool Coordinators. In order to support effective coordination at the local level, each LEA will be required identify a Preschool Coordinator responsible for coordinating

state and local resources needed to ensure assessment and delivery of high-quality preschool learning experiences.

Fiscal Monitoring. As described in [E(4)], DEEC will monitor LEAs to ensure that the financial management systems of each of the LEAs meet standards related to financial reporting, accounting records, internal controls, budget controls, allowable costs, source documentation, cash management, non federal audits, and other grant related requirements. DEEC will also conduct on-site fiscal monitoring of Subgrantees.

Research. As detailed in [C(3)], DEEC's research plan has four parts:

1. Formative assessments of each individual child generated at the classroom level that look at all domains of child development [C(3)].
2. Direct pre- and post-assessments of children's mathematic, language, literacy, and social emotional development from a sample of participating preschoolers in each of the five LEAs during Year 2. This will provide for verification of reported results based on the formative assessments and to allow for course correction;
3. Pre- and post-assessments to measure the emotional, organizational, and instructional supports provided by classroom teachers using an evidence based assessment tool such as the Classroom Assessment Scoring System (CLASS); and
4. The longitudinal study of child, family, and program outcomes funded jointly by LEAs and DEEC and designed by DEEC with guidance from the Interagency Advisory Team.

Data and IT Support. IT staff will work with each Grantee and each Subgrantee, as needed, to ensure that every child enrolled in preschool under this grant is assigned a state Student Identification number (SASID), has a comprehensive child- and family-profile, and that the profile is modified as needed to accommodate inclusion of child-assessment data and provider information.

Strategic Communications. DEEC will support local outreach and enrollment efforts by: (1) continuing its Brain Building in Progress campaign [*Appendix B.1.2.*] designed to explain the

importance of early learning to families and the general public, (2) create culturally and linguistically appropriate materials for use across Massachusetts' diverse communities, and (3) maintain effective communications with policymakers, stakeholders, and local partners to ensure coordination of preschool services and continue to build support for preschool expansion.

Continuous Quality Improvement Plans. Existing MA Program Quality Specialists (PQS) support early education and care programs to achieve and maintain high quality by providing individualized technical assistance, annual site visits and ongoing support. PQS will collaborate with the PEP Director and LEA leadership to develop a CQI plan | ***Appendix C.2.3.*** | for each of the 12 ELPs based on assessments including ECERS and CLASS, and that is consistent with MA QRIS. Using both the program's self-assessment and the PQS observations, the CQI plan will identify the program's strengths and opportunities for improvement, as well as develop concrete action steps to help the program improve quality and advance in the tiered QRIS system. A second annual visit by a reliable rater will focus on measuring the emotional, organizational, and instructional supports provided by classroom teachers using an evidence based assessment tool (such as the CLASS). Strengths and challenges identified through these assessments, as well as steps for improvement, will be included in the CQI plan and monitored for implementation and progress.

Coaching and Mentoring by Master Teachers. DEEC and the LEA's will jointly hire, and Grantees will approve, Master Teachers to provide preschool teachers with coaching, mentoring, curriculum guidance and support. One Master Teacher will serve no more than 20 preschool classrooms. A job description with qualifications is provided in |***Appendix C.2.4.***|. Master Teachers will work closely with the LEAs and ELPs to implement CQI plans and help teachers to meet the needs of individual participating children.

Individualized and Joint Workforce Support. DEEC will utilize its existing regional system of EPS Grantees, in partnership with LEA and ELP leadership, to review the CQI plan. Individualized Educator Professional Development Plans, classroom and program assessment results, and to obtain input from classroom teachers and Master Teachers to identify professional

development supports needed to advance educator and program quality. LEAs and their local partners will ensure access to the professional development resources that advance program quality for each of the 12 ELPs, with support from the EPS Grantees as needed. Wherever possible, Joint Professional Development (JPD) will be encouraged to strengthen collaboration and coordination between LEAs and their local partners, including educators, administrations and policy staff.

Key Community, Program, Classroom and Child Activities

Community Level: Grantees and their local partners will begin with the self-assessment tool, *A Framework for Planning, Implementing and Evaluating PreK to 3rd Grade Approaches* [E(2), *Appendix A.1.1.*] to reflect on systemic changes that can be made to better support program quality. This comprehensive framework includes needs assessments relative to comprehensive services, family and community engagement, and professional development.

Program Level: DEEC will continue to assess and support program quality through QRIS PQSs to ensure high program quality through verification of program policies and completion of formal professional development, classroom observations, and assessment using several evidenced based measurement tools, including ECERS. PQS will work with ELPs to develop a CQI plan, as referenced above, and to advance within the tiered QRIS system.

Classroom Level: Building on the classroom level observations conducted under QRIS, the quality of early learning experiences will be assessed via an ERS Reliable Rater observation and a Certified CLASS Observer in Year 1. The PQS and Mentor Teacher will work with the classroom teacher in Years 1 and 2, using the data from the observations as a base. In Year Three, the ERS Reliable Rater and CLASS Observer will return, and the PQS and Mentor Teacher can continue to work with classroom teachers. At the end of the grant, there will be a final ERS Reliable Rater observation and CLASS Observation, which will provide information to compare the classrooms before and after the preschool expansion grant program.

(C)(3) Measure the outcomes of participating children

DEEC will employ three strategies to measure child outcomes:

1. Use of TS-GOLD [*Appendix C.3.1.*], or similar formative Assessment System;
2. Direct assessments of children's mathematic, language, literacy, and self-regulation skills by a reliable rater; and
3. A longitudinal study to assess the impact of this grant on outcomes of participating children as they move through the educational continuum.

Comprehensive Formative Assessment. Comprehensive formative assessment systems are widely used in preschool settings across Massachusetts. Presently, TS-GOLD is used by four of the five partner LEAs and this tool allows for alignment with the MA Kindergarten Entry Assessment (MKEA) and analysis of participating children's readiness for school as assessed by their kindergarten teachers [*Appendix C.3.1.*]. TS-GOLD is designed to help teachers to: (a) observe and document children's development and learning over time; (b) support, guide, and inform planning and instruction; (c) identify children who might benefit from special help, screening, or further evaluation; and (d) report and communicate with family members and others. TS-GOLD is aligned with Common Core and the *Guidelines for Preschool Learning Experiences*. Moreover, because over 55% of Massachusetts' public school districts are using TS-GOLD and participating in MKEA, reliance on this or a similar tool to assess child outcomes facilitates future preschool expansion.

The MKEA is aligned with and reflective of the state's broader Birth to Grade 3 vision as defined in *Building the Foundation for College and Career Success for Children from Birth Through Third Grade* [*Appendix A.1.3.*] and the state's early learning standards. It provides a developmentally-appropriate approach to measurement that is supportive of diverse learners by allowing children to demonstrate their knowledge in an authentic manner. Aligned with assessments used in early learning environments across age cohorts, the MKEA informs instructional practice, encouraging the integration of key experiences children need as they build skills in areas of essential competencies.

Direct Assessment. Comprehensive formative assessment by a child's teacher is not, however, sufficient by itself to assess program efficacy in achieving positive child outcomes. Therefore, DEEC will employ a direct form of assessment in order to review child progress across many developmental domains and balance the information generated through quantitative and qualitative data collection. A random sample of participating children in each of the five districts will also receive third-party administered assessments of children's mathematic, language, literacy, and self-regulation skills in the Fall and Spring beginning in September 2016. These assessments will be nationally normed and could include: the *Peabody Picture Vocabulary Test* (4th Ed.), *Woodcock Johnson Letter Word Identification and Problem Solving Subscales*, the *DIBELS First Sound Fluency and Letter Naming Fluency*, and/or the *Devereux Early Childhood Assessment & Preschool Learning Behaviors Scale*.

Longitudinal Study. Additionally, DEEC will conduct a longitudinal study that assesses the impact of this grant on participating children. In consultation with the interagency advisory group, the RMTs, and a team of external researchers, DEEC will design a study to assess, in part, growth in child outcomes across developmental domains. The study will include assessment of child outcomes during the preschool year, at kindergarten entry, and during elementary school. It will also look holistically at program quality, family factors, and a wide range of outcomes in order to inform broader expansion of preschool access across Massachusetts.

SECTION D: EXPANDING HIGH QUALITY PRESCHOOL PROGRAMS IN EACH HIGH NEED COMMUNITY

(D)(1) Selection of Communities and Subgrantees

To assist in the selection of HN Communities and Subgrantees, DEEC reviewed information from five data sources: (1) the Federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program; (2) the Commonwealth's "Gateway Cities"; (3) the DEEC RTTT-ELC funded B-3 Alignment Grantee Communities; the (4) Level 4 "most struggling" schools and (5) Level 5 "most serious" underperforming school districts as designated by the DESE. These five data sources are charted below:

| Districts with Level 5 Schools, DESE | Districts with Level 4 Schools, DESE | B-33 Grade Alignment, RTTT-ELC | Gateway Cities, M.G.L. c 23A § 3A | Federal MIECHV |
|--|---|---|--|--|
| <p>4 districts</p> <p>Based on data from Level 4 data analyses, these schools are now in state receivership</p> | <p>6 districts</p> <p>Four-year data: (a) absolute achievement, (b) student growth/improvement as measured by the MCAS</p> | <p>9 towns</p> <p>Each received RTTT-ELC funding in 2014 to enhance its integrated B-3 grade infrastructure and alignment.</p> | <p>26 towns</p> <p>Indicators: Population of 35,000 to 250,000 Median household income below state average BA attainment below MA state average</p> | <p>15 towns</p> <p>Indicators: Poor perinatal, young child developmental and health outcomes Poverty Unemployment Crime Dom. Violence Abuse/Neglect Subst. Abuse Educational outcomes</p> |

All five communities were ranked in the top MIECHV risk indicators [D(2), *Appendix D.1.1.*]. None of these five communities is in a federal Promise Zone.

Additionally, the DEEC Commissioner convened an advisory group twice during the development of this application to provide input on the results of data gathering and the selection of communities. The following organizations participated: MA Association of Early Education and Care Agencies (MADCA), MA Head Start Association, DHE, DESE, Strategies for Children, Thrive in Five, Bessie Tart Wilson Initiatives for Children, SEIU 509 (union for Massachusetts family child care providers), several local child care agencies, YMCAs of Massachusetts, Massachusetts State Legislative Representatives, and representation from the

City of Boston. Based on DEEC's data analysis and the valued input of the advisory group, DEEC identified five communities: Boston, Holyoke, Lawrence, Lowell, and Springfield.

Demographic Detail:

| | |
|--|-------------|
| Pop: 617,594; White 54%; Black 24%; Asian 9%; Hispanic 17% | Boston |
| Pop: 39,880; White 66%; Black 5%; Asian 1%; Hispanic 48% | Holyoke |
| Pop: 76,377; White 41%; Black 8%; Asian 2.5%; Hispanic 74% | Lawrence |
| Pop: 106,519; White 60%; Black 7%; Asian 20%; Hispanic 17% | Lowell |
| Pop: 153,060; White 52%; Black 22%; Asian 2%; Hispanic 38% | Springfield |

These data are significant for community outreach, family engagement, and service delivery (including education and comprehensive services) as they reveal dramatic differences across these five High Need municipalities based on race and ethnicity. The data are also particularly relevant to economic development planning and investment. Of particular note is the very high proportion of Hispanic families in Lawrence, followed by Holyoke and then Springfield. In fact, across MA, the growth of "New Americans" is of particular significance: in 2011, nearly one million MA residents were immigrants. (New Americans in MA: The Political and Economic Power of Immigrants, Latinos, and Asians in the Bay State, Immigrant Policy Center, 2014). Presently 1 in 7 MA residents are Latino or Asian. Though often described in terms of income challenges facing these individuals and families, it is important to note their economic capacity as well. The 2012 purchasing power of Latinos and Asians in Massachusetts, respectively, totaled \$15.3 and \$17.8 billion. For Latinos, this presents an increase of 505% since 1990; for Asians, this represents an increase 744% since 1990. We share these data to illustrate our view that the growth of an increasingly multicultural, multi-ethnic and multilingual population in the Commonwealth affords us all great opportunities for learning and growth, civic participation and respectful engagement across people and cultures.

(D)(2) How each High Need Community is currently under-served

Many families and children in each of these five High Need Communities experience significant needs, as evidenced by needs assessments and data studies conducted by DEEC and our inter-agency partners in state government as noted in [D(1)].

Birth Conditions and Child Maltreatment. These particular data are important because they speak to the challenges of risk and vulnerability for young children and thus the learning and development progress they bring to their first engagements with early care and education in these MA communities. High risk pregnancies and births have been found to correlate with learning challenges in the early years, and living in families where children's needs are not met (i.e., substantiated "neglect" in a child welfare context) creates conditions of "toxic stress" that negatively impact early brain development. (*The Science of Neglect*, Harvard Center on the Developing Child, 2012) The recent re-emergence of "two generation" approaches to comprehensive services for children and parents *together* will be of particular importance to our cross-sector, comprehensive and well-aligned Birth-grade three efforts. (*Two, or More, Generation Frameworks: A Look Across and Within*, Center for the Study of Social Policy, April 2014; Helping Parents, Helping Children: Two-Generation Mechanisms, The Future of Children, Spring 2014; State Policies through a Two-Generation Lens, National Center for Children in Poverty, September 2014). Data from a state-conducted needs assessment in 2010 for the MIECHV federal grant relevant for each of the identified communities can be found in [Appendix D.1.1.].

Poverty and Crime. There is no disagreement among scientists, policy makers or families that living with poverty-level income creates great stressors for families, is correlated with higher levels of domestic violence and community crime, and impacts on school readiness. A recent report, Profile of Hunger, Poverty, and Federal Nutrition Programs, reveals important increases in unmet needs related to the ability of a family to even feed its children. For the Commonwealth

as a whole, student enrollment in the federal Free and Reduced Price Meals (FRPM) program increased by 41% over the past decade. SNAP (Supplemental Nutrition Assistance Program, formerly food stamps) has increased by 70% in the past five years. The WIC (Women, Infants and Children) program served 28,000 infants and 66,600 children on an average monthly basis in 2012. The Child and Adult Care Food Program for family child care centers increased enrollment by 20% over the past 10 years; for child care centers, enrollment increased by 8% (Food Research and Action Center).

Taken together, the income and crime data below confirms high levels of unmet needs in participating communities. In 2014, the FPL for a family of three was \$19,900; 200% of the FPL for a family of three was \$39,588, with a significant concentration of female headed households (FHH) with very young children.

| State | Springfield | Lowell | Lawrence | Holyoke | Boston | Unmet Need Indicator |
|------------------------|-------------|--------|----------|---------|--------|---|
| 16 40 | 51 | 18 | 40 | 46 | 24 | Poverty FPL % children 0-4 years |
| | 60 | 35 | 48 | 58 | 43 | % FHH w/ children 0-4 |
| 449 | 1255 | 1059 | 653 | 1135 | 1104 | Crime Violent crimes per 100,000 residents |
| | 2.8 | 2.4 | 1.5 | 2.5 | 2.5 | Odds ratio: city greater than state |

School Indicators. There are significant numbers (and percentages) of MA children that enter kindergarten having had no preschool experience. These data coupled with the 3rd grade reading scores illustrate continued need to interrupt this trajectory. Data on high school dropouts further confirms the urgency here.

| State | Springfield | Lowell | Lawrence | Holyoke | Boston | Unmet Need Indicator |
|-------|-------------|--------|----------|---------|--------|----------------------|
| 3 | 9 | 4 | 12 | 10 | 8 | Drop Outs % students |

Estimates of unmet need for eligible four-year olds must be calculated across funding sources. As noted in [A], the MA Budget and Policy Center recently estimated that 19,000 income-eligible three- and four-year old children in the Commonwealth are not participating in publicly-supported preschool programs. DEEC estimates, therefore, that about 9,500 of these children are age four and are underserved across the Commonwealth. Aggregating waitlist data across DEEC funded programs, we do know that no fewer than 784 income-eligible four year olds are already the DEEC income-eligible waiting list for IQPPs in our five partner communities. Our plan calls for serving ~750 across all five communities in each year of the grant.

| Total | Springfield | Lowell | Lawrence | Holyoke | Boston | Unmet Need Indicator |
|-------|-------------|--------|----------|---------|--------|---------------------------------------|
| 784 | 143 | 127 | 138 | 41 | 335 | DEEC Waiting List # of 4-year olds |

(D)(3) Outreach to and Selection of Subgrantees. Data from the 2014 MCAS was analyzed and a high proportion of students in these five communities' scored well below the statewide average 3rd grade reading proficiency score (57%) in both 2013 and 2014. Following review of this data and taking into account the strong working partnerships between DESE, DEEC and the LEAs, it was determined (and agreed to by the advisory group) to invite each identified LEA to become one of the five Subgrantees for the Preschool Expansion proposal.

| | |
|---|-----------------|
| 32% proficient or higher in 2013; 36% in 2014 | Boston |
| 13% proficient or higher in 2013; 15% in 2014 | Holyoke |
| 29% proficient or higher in 2013; No change in 2014 | Lawrence |

| | |
|---|--------------------|
| 37% proficient or higher in 2013; 42% in 2014 | Lowell |
| 35% proficient or higher in 2013; 37% in 2014 | Springfield |

The DEEC Commissioner then spoke with the Superintendent of Schools in the five High Need Communities to explain the opportunities, challenges and terms of engagement should the School District agree to serve as Subgrantee. All accepted the invitation and agreed to the following terms and expectations:

- Serve as the lead agent for the local grant;
- Work collaboratively with the selected DEEC-licensed ELPs around the expansion of preschool services for four-year olds;
- Participate in local governance structures as it relates to the grant activities;
- Partner with community-based preschool programs and state-funded professional development Grantees to offer joint professional development on topics including, but not limited to, developmentally appropriate curriculum, instruction and assessment practices, leadership development, and family engagement;
- Support outreach and transition activities for children entering preschool and kindergarten and their families;
- Work with community-based Subgrantees to develop data systems that inform the schools as children enter kindergarten regarding their current skills and competencies as they relate to our state's early learning standards and that reciprocates by providing aggregate information back to programs as to children's progress in kindergarten;
- Participate in a longitudinal study through the life of the grant designed to evaluate child outcomes related to participation in grant funded classrooms and services; and
- Develop plans with community-based partners around the evaluation of local efforts and sustainability of current efforts and expansion should future funding become available.

(D)(4) How the State will subgrant the award of at least 95% of its Federal grant award to its Subgrantees for HQPPs, and sustain this funding

In developing a budget model to ensure that each community, no matter their own individual characteristics, would be able to implement HQPP, DEEC focused on giving LEAs flexibility to adjust for their different circumstances. The steps involved in this process are presented in some detail below.

Step 1: Calculate the 95% Of the \$15M, DEEC held back 5%, including \$25,000 for the required TA set aside. This results in a \$14.25M allocation to the LEAs.

Step 2: Determine the allocation methodology across LEAs

(2a) To avoid using outdated Census data to project the population of four-year olds in each community, DEEC worked from current public school kindergarten enrollment data. These data were then checked against current birth data for each community, as well as LEA data on the proportion of entering kindergartners who had no preschool experience.

(2b). To take into account community size and prevent wide disparities due to population, the first cut fiscal projections were adjusted by a \$(b)(7A) ceiling on Boston and a \$(b)(7A) floor for Holyoke.

Step 3. Confirm allocation. The follow table presents the actual allocations, along with the estimated number of four-year olds in each LEA (not limited by income status), the amount allocated and the proportion of the total accounted for by each LEAs award.

| Proportion of Total | Year I Fiscal Allocation | Total population of 4-year olds | LEA |
|---------------------|--------------------------|---------------------------------|---------|
| 29% | \$4,061,250 | 4,379 | Boston |
| 10% | \$1,425,000 | 481 | Holyoke |

| | | | |
|-----|-------------|-------|-------------|
| 16% | \$2,351,250 | 1,075 | Lawrence |
| 20% | \$2,850,000 | 1,301 | Lowell |
| 25% | \$3,562,500 | 2,173 | Springfield |

Step 4: Establish parameters for use of these funds. DEEC will require that 5% be held by each LEA to cover administrative costs associated with core elements of this proposal. An additional 5% will be allocated from the LEA award for evaluation and research functions. Unlike the administrative 5% which will be held and managed by each Subgrantee, the additional 5% will be contributed by the Subgrantee to a common pool of funds that will be matched with \$117k of the State's portion of the grant and used to fund a common contract for independent evaluation and research across the five partner communities. The Evaluation funding will fund a longitudinal study to examine the delivery of high quality preschool programs and their impact on child outcomes [C(3)]. This study will also inform systemic changes for the statewide early childhood system over time. Combined, these carve-outs account for approximately 10% of the community's allocated amount.

| Direct Services | 5% Evaluation | 5% Admin | LEA |
|-----------------|---------------|-----------|-------------|
| \$3,665,278 | \$192,909 | \$203,062 | Boston |
| \$1,286,062 | \$67,688 | \$71,250 | Holyoke |
| \$2,122,003 | \$111,684 | \$117,562 | Lawrence |
| \$2,572,125 | \$135,375 | \$142,500 | Lowell |
| \$3,215,156 | \$169,219 | \$178,125 | Springfield |

Step 5. Clarify uses for Direct Service funds. The balance of funds are available to the LEA for "Direct Services." Direct Services funds will be transmitted to the LEA as a block amount to

cover all costs and expenditures related to the operation of high quality preschool classrooms including, but not limited to: teacher salaries, comprehensive services as outlined in this application, outreach efforts to families and students in each district, inclusion activities, family engagement and professional development. A specific annual plan will be required of each district before these funds may be expended in any grant year.

Step 6. Set minimum preschool expansion parameters. To determine the number of students to be served in each community, DEEC used the MA Foundation Budget Rates per Pupil from Chapter 70, the state's elementary and secondary school funding formula. Since the DEEC program design is for an eight-hour day, full-year program, we prorated the state foundation grant amount to account for the additional time. This annual amount per student is \$(b)(4).

We then increased this amount to account for the needs the targeted population will require including low-income student support, supplemental special education services, supports for English language learners, etc. The annual Boston's per student cost was then further increased by \$(b)(4) to capture the wage factor adjustments related to the city's cost of living compared to the other participants of this grant. Based on the assumptions above, the estimated number of children served in our proposal is as follows:

| Total | Springfield | Lowell | Lawrence | Holyoke | Boston | |
|-------|-------------|--------|----------|---------|--------|-----------------------------------|
| 754 | 195 | 156 | 128 | 78 | 198 | # 4-yr olds to be served |
| 784 | 143 | 127 | 138 | 41 | 335 | # of 4-year olds on DEEC waitlist |

As required by the terms of the grant, LEAs and their contractual partners will have the opportunity to determine the most cost efficient manner to deliver these direct services through the negotiation and establishment of an MOU with DEEC and between each other when funds are awarded [*Appendix C.1.1.*].

(D)(5) How the State, in coordination with the LEAs, plans to sustain HQPPs after the grant period

The Commonwealth will develop a series of strategies, collaboratively with our community and LHA partners, to assure multi-level fiscal resources to sustain (and further advance) the progress we will have made under this grant. Funding *opportunities*, an application for Social Innovation Financing, will have to be created at both the community and state level. Each of the strategies is introduced here, but will require substantial work to advance. In at least one of these strategies, work will need to begin before the Commonwealth is actually awarded the \$15M from this grant opportunity.

Social Innovation Financing (SIF). Pay for Success (PFS) is emerging nationally as a means of bringing unlikely partners together to finance effective programs and interventions (usually evidence-based models) that have the potential to: (a) solve specific social problems, (b) provide social value and some degree of cash-able savings for government, (c) move government funding from paying for performance to paying for outcomes, and (d) prevent later, more expensive government fiscal outlays (*Pay for Success: Child Care Financing Challenges and Opportunities*, Institute for Child Success, September 2014).

Three PFS early childhood financing deals have already been announced. Utah will expand access to high quality preschool for 600 children this year to promote school readiness, improve 3rd grade outcomes, and avert later special education costs and other elementary school remediation costs. South Carolina will expand the Nurse Family Partnership to 2,700 low income families to reduce a series of well-documented predictable risks to young children's development and reduce costs in programs such as Medicaid, TANF and child welfare. Chicago recently announced that they will increase services including high quality preschool programs to 2,600 young children in high need communities to improve school readiness, assure 3rd grade reading proficiency and reduce special education costs.

The federal government has just awarded \$12M funding through the White House Office of Social Innovation and the Corporation for National and Community Services to eight organizations (including Third Sector Capital Partners, the Nonprofit Finance Fund, and the Institute for Child Success) to increase organizations' capacity to apply for and successfully complete Pay for Success private financing deals over the coming three years. At least one of the organizations, the Institute for Child Success (ICS), will issue an RFP within the next 60 days to select a first set of organizations partners (i.e., states, cities and organizations) and begin to establish TA and SIB (Social Impact Bond) development in the early childhood arena. Because these deals can take up to two-years to consummate, DEEC will immediately examine its readiness to reply to the expected RFP related to preschool access and quality for ICS TA and support. RFP opportunities are expected from the other SIF funded entities over the coming months as well.

The Commonwealth has established a leadership position in the PFS arena already. In January, the Patrick administration announced the launch of the nation's largest financial investment in a PFS initiative, designed to improve outcomes for almost one thousand of at-risk young men in the probation system or leaving the juvenile justice system. This initiative will allow a local non-profit provider service provider to serve these young men in 15 communities providing intensive outreach, life skills and employment training that will reduce recidivism and help these young men become assets and resources in their community. This Social Innovation model will include success payments from the Commonwealth, and from the U.S. Department of Labor, which awarded the Commonwealth a first-of-its-kind PFS grant of \$11.7M in September 2013. A second project to be funded in this manner is designed to make an impact on the state's 16,000 person waitlist for adult basic education programs and English-language classes. Three Massachusetts nonprofits contracted to rapidly expand access to those programs, as part of a \$15M initiative fueled initially by outside investments to form a public-private partnership to address this need.

SECTION E: COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG PARTNERSHIPS

(E)(1) state and LEA roles and responsibilities in project plan implementation

[*Appendix E.1.1.*] provides a detailed chart of DEEC and LEA Grantee responsibilities. Categories covered in the chart include: (a) Policy and program quality improvement; (b) Service delivery; (c) Research and evaluation; (d) Operational supports; and (e) Public engagement to support sustainability. Specific roles and responsibilities identified in the chart will be used as source materials when the formal MOUs are created with each grantee and their local community partners (Subgrantees). This will be completed within 90 days from receipt of grant funds, once funding has been awarded. During that process, the work items assigned to both DEEC and the LEAs may be modified for clarity and improvement.

(E)(2) How HQPPs will be Implemented

High quality preschool programming will be implemented via contracts with LEAs in the five identified communities. Each LEA will work in partnership with the identified ELPs in each community to develop and submit a plan in the form of an MOU to DEEC as the formal conveyance of the specific expectations of the grant-funded preschool program. The MOU will include the following requirements:

Self-Assessment. LEAs and their SubGrantees will jointly complete *A Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches* [*Appendix E.2.1.*] and revisit this tool in Years 1-4.

Improved Collaboration. LEAs and DEEC-licensed ELPs will strengthen communication and collaboration between the public schools, community-based preschools, Head Start and family child care programs, and other community providers of comprehensive family services *through Individualized and Joint Professional Development (JPD)*. Individualized and joint professional development will be a core strategy and will include educators, administrators and policy staff on

such topics as: (a) new scientific knowledge about child and family development; (b) developmentally appropriate curriculum, instruction, assessment aligned with Massachusetts' early learning standards; (c) transitions into preschool and kindergarten; (d) family engagement; (e) program monitoring, evaluation and research in support of Continuous Quality Improvement; and (f) sustainability and the future expansion of full-day/full-year preschool opportunities for young children supported by blended funding streams. Methodology for the provision of professional development will include coaching and mentoring by a Master Teacher, credited courses, and establishment of PLCs among Grantees.

Staff Qualifications. Through subcontracts with identified DEEC-licensed HLPs, LEAs will deliver services in compliance with HQPP Standards, including: (a) at least one BA-level DEEC-certified lead teacher (with credentials and requisite knowledge of content and pedagogy as defined in this grant) in each classroom serving Eligible Children; (b) teaching assistants with appropriate credentials; (c) high quality professional development opportunities for all staff that includes evidence-based in-practice supports such as coaching and mentoring by a Master Teacher; and (d) compensate Preschool Expansion instructional staff at levels commensurate with local K-12 instructional staff.

Classroom Learning Environment. Providers of HQPPs will offer full-day (minimum of 8 hours per day) and full-year programming; reduce class size to no more than 20 with at least one teacher with high staff qualifications; assure teacher:child ratios of no greater than 1:10. In addition, providers will assure the availability of high quality culturally- and linguistically-appropriate supplies and materials for children. The nature, context and content of interactions between the educators and children will be of high quality, as measured in the evaluation/longitudinal study by tools such as the CLASS and ECERs. Providers will meet all DEEC licensing requirements for health and safety standards and will demonstrate alignment of their curricula with State Learning and Development Standards. Additionally, each of the selected Subgrantees will seek and maintain NAEYC accreditation, maintaining the highest quality across all 10 accreditation program standards.

Developmentally appropriate culturally and linguistically responsive curriculum and instruction. HQPPs programs will align the preschool curricula with the MA Curriculum Frameworks' preschool standards, provide individualized and joint professional development for public and community-based early education and care administrators and educators on implementation of the preschool curricula; and plan professional development on instructional approaches that are developmentally appropriate for preschool children.

Comprehensive assessment systems. The LEA and the local DEEC-licensed ELPs will: (a) obtain an approved formative assessment tool for use in participating public and private sector preschool classrooms; alignment of formative assessment tools with MKEA will be addressed (b) provide JPD on the use of the tool and formative assessment data (including observational data) to inform curriculum, individualization of instruction for children and future professional development needs of staff; (c) plan time for administrators and educators to review data and plan for instruction; and (d) enroll in the MA QRIS, seek and maintain accreditation through NAEYC, participate in the use of CLASS, ECERS and/or other program quality tool as part of the evaluation/longitudinal study.

Comprehensive Services. LEAs and the local DEEC-licensed ELPs will specify a plan to provide or refer to (for children enrolled and their families as needed) behavioral health consultation and evidence-based interventions, health, nutrition, vision, hearing and dental services. Programs will, whenever possible, offer comprehensive services on site (e.g., vision, hearing screenings) and will refer families to other comprehensive services when on-site provision is not possible. Programs will offer JPD on issues of case practice in the delivery of comprehensive services, and collaborate with community-based organizations to assure effective referral and follow-up with individual children and families. LEAs and ELPs also will work with the local CFCs to assess each participating child's specific needs, identify available resources, and then facilitate connection between those services and the child and his or her family.

Inclusion. LEAs and their contractual partners will: (a) provide JPD on the inclusion of *all* children, including children with disabilities, children who are English language learners,

children who are experiencing homelessness; children from refugee and immigrant families, children from diverse socioeconomic backgrounds and children from military families; (b) provide JPD on the E-ELD standards; (c) plan for curriculum, instruction and assessment practices that are designed that include appropriate accommodations, modifications and individualized supports so the needs of all children, including children with disabilities, children of diverse socioeconomic backgrounds and English language learners are met; (d) provide opportunities for administrators and educators to meet to discuss progress and plan instructional support for children meeting the criteria listed above; and (e) provide effective, family-responsive outreach to families, inviting and supporting their engagement in classroom and extended activities throughout the program year.

Linkages with 0-3 and K-3rd grade. As described in [F(1-2)], LEAs will continue to align HQPPS with supports and services (i.e., curriculum, instruction, assessment, inclusion, professional development, family engagement) for infants and toddlers, as well as for children, families, and teachers in K-3. In collaboration with infant/toddler programs and K-3 educators, LEAs will develop guidance and training on transition strategies for children and families entering preschool and /or into kindergarten, as well as professional development for preschool teachers on infant-toddler standards and K-3 standards. Additionally, LEAs will collaborate with community-based partners to develop data systems that address reciprocity of data sharing between sending and receiving programs to inform instructional practices and on-going professional development.

Family and Community Engagement. Applicants must describe plans to collaborate with the local CFCE specialist to: engage families and the community in the importance of early learning and development and support them in providing their children with developmentally appropriate learning opportunities at home and in the community; conduct outreach and provide support to educators working with families enrolled in the community partner programs; and focus on outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist.

In the first year of the grant LEAs and Subgrantees will be required to: plan all grant activities via the development of the grant MOU, perform outreach to families, identify specific locations of preschool services, increase licensed capacity (if necessary) at each site, hire staff and comprehensive service providers, select assessment systems and implement family engagement strategies. Upon the completion of these activities, children will be enrolled. It is anticipated that children will begin enrollment, in some programs, as early as September 2015 and no later than December 2015; however, the expectation is that all enrollment will be complete by July 2016.

(E)(3) How the Subgrantee (LEA) will minimize local administrative costs

The design of the program supports minimal administrative costs at the local level by requiring joint planning and program development by the LEA and its contracted partners in each of the 5 selected communities. Administrative costs for the LEA and Subgrantees will be capped at 5%. Each LEA will also be required to set aside an additional 5% of the total allocation per community for participation in a evaluation/longitudinal study designed to evaluate the overall effectiveness of the Federal Expansion Grant in terms of the effectiveness of quality enhancements in the improvement of program quality and child outcomes. To ensure efficiency and a consistent approach, each Grantee will be required to participate in the single Longitudinal Study conducted by a research firm identified by DEEC. By requiring each LEA and its Subgrantees to develop just one MOU per community, DEEC will ensure that all partners align efforts from the planning through implementation and evaluation/longitudinal study of the grant funded activities. DEEC will have the opportunity to review all MOUs for efficiency and can ask for amendments to any plans that do not meet expectations prior to the awarding of contracts for services.

Finally, DEEC will minimize administrative costs through the amendment of existing state-funded grant programs to support Federal Preschool Expansion Grant communities. State-funded professional development, mental health consultation, CCR&R, and Head Start grants, described in [B(5)], will include language in 2015 and beyond that will require support and enhancement for Expansion Grant funded activities. Evaluation of the need for said supports and services will be gathered as part of the MOU negotiation, as well as monitoring of the five local communities

[E(4)]. For example, the professional development activities offered by EPS Grantees will be required to meet at least some of the professional development needs of the LEAs and their contract partners in the Federal Preschool Expansion grant.

(E)(4) How the State and Subgrantee will monitor Early Learning Providers

Monitoring of all grant activities and fund use will take place via two tiers of oversight as well as through DEEC's standard fiscal contract compliance testing. Additional information on the proposed Monitoring System was outlined in [C(2)] and is contained in [*Appendix E.4.1.*]

Tier One Monitoring. Tier One monitoring will consist of a high level Preschool Expansion Program inter-agency team comprised of representatives of DEEC, DESE, and DHE. This team will act in an advisory function and will oversee the development of policy and working procedures related to (a) the delivery of high quality preschool programming, (b) evaluation, (c) local monitoring and (d) lines of responsibility of LEAs and community partners. Tier One monitoring will model the inter-agency collaboration expected at the local level; ensure alignment across current efforts; promote coordination of current DEEC, DESE, DHE, and EOHHS resources in the five communities; and inform a framework, policies, funding and guidance for the sustainable design of future birth to grade three models of early learning that can be replicated statewide in years to come. Tier One monitoring will also guide the mandatory Longitudinal Study conducted by an approved research/evaluation partner. This research team will be charged with the design and implementation of an evaluation/longitudinal study that takes place over the life of the federal expansion grant that describes the work of the LEAs and Subgrantees and the resultant impact on child outcomes over time.

Tier Two Monitoring. Tier Two monitoring will consist of the direct oversight of the LEAs and their contract partners in the delivery of grant-funded services. The foundation for this oversight will be the development, in the first weeks of grant allocation, of a MOU between DEEC and each LEA. Each LEA will be required to use this MOU as the foundation for specific service delivery plans with each Subgrantee [*Appendices C.2.1. & C.2.2.*]. DEEC will review and

approve each MOU prior to the grant allocation. Once approved, these targets will serve as a mechanism for a regional monitoring team to measure progress, identify gaps and inform activities and adapt expectations of future grant years.

DEEC will require quarterly progress reports from each Grantee using the specific and measurable outcomes outlined in each MOU. DEEC will aggregate this information across Grantees as a means of regular and consistent reporting on federally funded grant activities. While DEEC will be the lead in Tier Two monitoring activities, again, partners from within the education secretariat and across partner human service agencies will be called upon to model collaboration, align initiatives and support these monitoring efforts. Tier Two monitoring will take place via regional teams consisting of a Regional Director, the District Superintendent or his/her designee, regional staff currently responsible for oversight of related state funded grant activities and current Grantees of services, including RTTT-ELC projects, to assess progress on the grant milestones in each community and to assist in the development of improvement plans. Specifically, the selected LEAs and preschool programs will receive the following support and oversight via tier two monitoring activities, many of which will be incorporated into the work of existing DEEC staff and Grantees:

Licensing All preschool programming will take place in DEEC-licensed facilities. Therefore, all standard monitoring through the licensing unit will be implemented at each site. Activities will include:

- Monitoring visits by DEEC licensors as required and additionally, as necessary, to each Subgrantee to ensure compliance with licensing regulations. Any findings of noncompliance will be noted and the program will be required to submit a written plan for remediation to the program's licensor;
- License renewal visits according to each program's renewal cycle;
- Investigation of any complaints filed against a Subgrantee. Depending on the outcome of an investigation and the severity of any licensing non-compliances identified, DEEC may elect to implement any or all of the following: requiring a written plan for compliance,

holding an enforcement meeting with program leadership, enter into a legal agreement or impose sanctions on the program as a means of identifying methods to achieve compliance, take action to freeze or reduce the program's capacity, suspend or revoke a license; and

- Upgrades in the licensed capacity. Upgrades in licensed capacity will require a visit from the program's DEEC licensor to ensure that all licensing standards for the proposed capacity are met prior to implementation of program expansion.

QRIS. All Subgrantees will be required to participate in DEEC's QRIS and achieve Level 3, at a minimum, by the end of the four year grant cycle. As a result, programs will have access to DEEC resources designed to support the participation and advancement in the QRIS system. QRIS review process will include DEEC's PQSs working at the local level with programs to ensure high program quality through an accountability and monitoring process that involves verification of program policies and completion of formal professional development, classroom observations, and assessment using several evidenced based measurement tools.

Outreach and Family Engagement. DEEC's regional Family and Community Specialist will monitor the alignment of preschool curricula with the Massachusetts Curriculum Frameworks preschool standards as they do in the monitoring of inclusive public preschool programs. The Family/Community specialist will also communicate with the CFCE Grantees to engage families in further compliance with objectives outlined in [C].

Professional Development. The EPS Grantee specialist will work with programs to comply with Individualized and Joint Professional Development (JPD), on how high quality programs will be implemented, and [F(1-2)] on creating and supporting a strong B-3 continuum.

Fiscal Oversight. DEEC's existing contract management team will provide grant oversight and ensure appropriate use of all grant funds. Activities will include two forms of monitoring; that of the LEA in terms of their contract with DEEC and that of the Subgrantee in the provision of care to eligible children.

LEA Contract Monitoring:

Objective: Monitor the activities of the LEAs to ensure that federal and state awards are used for the authorized purpose in compliance with federal and state laws, regulations, and the provisions of contracts or grant agreements and those performance goals are achieved. The on-site and desk monitoring reviews will allow an in depth review of the sub-recipients expenditure of grant funds and fiscal controls.

Methodology: DEEC will ensure that the financial management systems of each of the LEAs meet standards related to financial reporting, accounting records, internal controls, budget controls, allowable costs, source documentation, cash management, non federal audits, and other grant related requirements.

Subgrantee (ELP) Contract Monitoring:

Objective: The On Site Monitoring Review (OSMR) allows the Fiscal Monitoring Staff (FMS) to (1) perform an in depth review of the Subcontracted Provider's fiscal controls, (2) perform an eligibility records review of a preselected number of provider files to determine whether or not a provider is in compliance with the terms and conditions of their contract and grant requirements, and (3) ensure all Corrective Action Plans, when required, have been submitted.

Methodology: The FMS assigned to the OSMR will review the Contract Providers/Grantees existing fiscal and internal control systems to determine if the systems are effective in operating and managing the preschool programs funded through this grant. The FMS will also examine a preselected number of provider files using a random sampling methodology in order to ensure that: (1) all forms are properly completed, signed, and dated; (2) the required eligibility documentation has been received to support a family's income, residence, and relationship to child(ren) in childcare; (3) attendance records consisting of the sign in/sign out sheets and daily attendance log mirror the contractor's Service Delivery Report to ensure enrollment goals are

met and that services are provided for all eligible days; and (4) all fiscal documentation is available.

The FMS will provide the results of the review during the exit conference to the Contract Provider/Grantee. A formal report will be issued by the FMS after a review of the monitoring results has been conducted and approved by the Director of Audit Resolution.

(E)(5) How the State and the Subgrantee will coordinate plans

During the initial six months of the grant period, DEEC and the Grantees and Subgrantees will engage in a planning process to prepare for enrollment of children as early as September 2015. During that time, Grantees will work with DEEC and local SubGrantee partners to develop a MOU and Implementation Plan outlining all grant funded activities and expected measurable outcomes [*Appendix C.2.1.* and *Appendix C.2.2.*]. During this period, DEEC and Grantees will engage in negotiations regarding specific details of each community plan and their proposed involvement in monitoring activities. Once the MOUs with each LEA are complete, monitoring of activities will take place to ensure ongoing communication, coordination and sharing of best practice.

In Year One, DEEC will meet quarterly with all of the five LEAs and their Subgrantees as one group to establish PLCs. As mentioned before, the purpose of these PLCs meetings will be to discuss expectations, progress on the development of MOUs, sharing among Grantees information on methodology that represents best practice, innovation or creative means for meeting community needs and provide an opportunity for DEEC and other state partners to learn from the communities and the community-based partners. As described above, responsibility for quarterly meetings with LEAs and Subgrantees at the local level will shift to the DEEC regional offices. These will commence in year two of the grant, once programming is fully established and operational.

In subsequent years of the grant, the state-wide meetings between DEEC, LEAs, Subgrantees and relevant partner agencies will be held twice per year for the purposes of on-going shared learning, adaptive development of programs, clarification of expectations of the grant and sharing of innovative and successful practice.

In each year of the grant, the meetings will inform Tier 1 and Tier 2 monitoring activities. In addition to meeting regularly with DEEC, Grantees will be required to revisit and resubmit their planning document and MOU annually in partnership with their local community partners. Suggested changes will be reviewed by DEEC prior to implementation and the cause for proposed changes will be discussed with individual Grantees and the community partners. Using data gathered from the comprehensive assessment system as outlined in [E(2)] will inform ongoing monitoring of the initiatives at the state and local level.

Results of annual grant reporting from LEAs will be shared across Grantees as will evaluation/longitudinal study results of program quality and child outcomes data. These data will be used in coordination with the five communities to monitor plans and inform next steps as it relates to the grant requirements and objectives. For the purposes of Tier 1 monitoring activities and coordination of policies, programs and funding at the state level, progress on the grant funded activities will be reported monthly to the field via Commissioner updates and reports to the DEEC Board and related committees, including the agency's Advisory Board and Tier 1 monitoring committee.

(E)(6) How the State and the SubGrantee will coordinate, but not supplant, the delivery of HQPPs funded under this grant with existing services for preschool-aged children

Grants will fund the enrollment of a specified number of four-year old children that currently do not have access to a preschool experience. All quality enhancements will be delivered to these newly enrolled children. While many of the quality enhancements will benefit children currently enrolled in early education programs, Grantees will be required to specify in their Implementation Plan Template the number of those receiving direct services, as well as the

larger number of children benefitting from the quality enhancements. If a Grantee falls short on the delivery of services, monitoring activities and supports as outlined in [E(4)] will be implemented. Similarly, the MOU requirements specify that all grant funded activities must not supplant service delivery and may not serve as a method for funding services required for children with disabilities through the public school district.

Coordination of services has been built in to all levels of the planned implementation of this grant. This is exemplified in the manner in which each LEA and their local early education partners will design their service delivery plan, Tier Two monitoring teams ensure coordination at the regional level and tier one oversight demonstrates that at the highest level, coordination of efforts is prioritized.

(E)(7) How the SubGrantees will integrate High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings.

To maximize the diversity of children to be enrolled in high quality preschool programming through this grant opportunity, DEEC has elected to use a model of block grant funding to local LEAs over a model based on state subsidized child care eligibility. In this way, low income children will be enrolled in high quality programs based solely on their need for an early education experience and not on the work or training needs of their parents. In Massachusetts, children at 200% of federal poverty level would not have access to preschool based on state subsidy eligibility requirements. Therefore, this model expands the eligibility levels for low income families while also allowing for blending of funding within programs. The blending of funding streams will result in the diversification of the socioeconomic makeup of the preschool classrooms. That is, children enrolled via funds from this federal grant would have access to learning environments with other children funded by Head Start and state-subsidy dollars, as well as those paid for privately by parents. This flexibility will allow for a greater diversity of children of varied socioeconomic backgrounds, bound only by the demographic realities of the communities in which they live.

In order to ensure that the supports are available to serve the diversity of populations represented by these communities, DEEC is requiring that Grantees address the following:

- ***Outreach methods:*** Translate materials; use community based groups like CHCEs and CCR&Rs to connect with communities;
- ***Staffing:*** Encourage programs to hire any new positions funded by this grant in a manner that reflects the racial, ethnic, cultural and language diversity of the communities being served.
- ***Inclusion:*** Require Grantees to provide support services to ensure that children with disabilities, English language learners and children from low-income backgrounds are served. Expansion of DEEC's current Flex Pool model of supports for inclusion of children with special needs will be encouraged. This model allows for 1:1 aids and adaptive materials and equipment for children in a manner that enhances inclusion without supplanting the services and materials required of the public school via an Individualized Education Program (IEP).
- ***Professional development:*** Include training on inclusion as well as cultural competency for participating staff.

(E)(8) How the Subgrantees will deliver High-Quality Preschool Programs to Eligible Children who may be in need of additional supports.

The design of this preschool program builds in a variety of supports for children with varying needs. Specifically, in addition to a high quality classroom experience with highly qualified staff, this program requires that Grantees offer a vast array of comprehensive services and supports including the delivery of, or referral to, the following comprehensive services: mental health, medical, dental, vision, hearing, nutrition and specialty therapies (e.g., speech and language; occupational therapy; physical therapy). These services are required as an acknowledgement that children's overall health and well-being, including social-emotional development and physical development, is necessary for children to be available and engaged in learning. As part of the Implementation Plan template, programs will be asked to address other barriers to participation, including transportation, and how the community will use local funds to address the barriers.

To ensure that the needs for these services are identified and addressed by those at the local level, Grantees are required to ensure that strong systems of communication and collaboration are in place between the public and community-based early education and care programs. These structures are inclusive of administrators, teachers and families and represent the diverse facets of early childhood education, including special education and support for English language learners/DLLs. Individualized and joint professional development among early childhood leaders and educators is required as part of a strong system of collaboration and an important opportunity for ensuring that all children in the community have access to high quality preschool opportunities. Strong structures for collaboration and communication between public and community-based early education and care providers provide the opportunity to coordinate access to full-day, full-year preschool services, including comprehensive services for four year old children in the community.

(E)(9) How the State will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families

As outlined in [E(2)], LEAs and community partners will collaborate with the CFCE Specialist and other local partners to identify outreach strategies that will be utilized to connect with isolated or hard-to-reach families. In addition, local CFCE coordinators will work with educators on how to meaningfully engage families of the children enrolled in the preschool classrooms. Family and community engagement strongly impacts the progress children make developmentally and in their learning. Engagement of families and the community in the importance of early learning and development and support in providing their children with developmentally appropriate learning opportunities at home and in the community is an important part of grant-funded local early childhood system-building efforts.

DEEC, in partnership with the Children's Trust and DCF, utilizes the Strengthening Families (SF) Protective Factors framework and approach in our work with families. This framework has widespread support from social science researchers, early childhood practitioners and policy experts in terms of its ability to mitigate risk factors and poor outcomes for children while

promoting optimal child development. SF is embedded in all relevant state funded programs in Massachusetts and is integrated into the MA QRIS. Required tools, such as the SF Self-Assessment, the SF Family Survey, and the SF Staff Survey, provide programs with an opportunity to reflect on their family engagement practices. Supporting educators in the SF framework will promote more meaningful and intentional engagement of families and ultimately, promote better outcomes for participating preschool children.

LEAs and their local partners funded through this grant will be required to offer family and community engagement strategies that include:

(a) Collaboration with the local CFCE Grantee and other community partners to conduct outreach and provide support to educators working with families enrolled in the community partner programs. CFCE Grantees act as a community based, information and resource hub for all families in order to increase knowledge of and accessibility to high-quality early education and care programs and services for families with children birth through age eight. CFCE Grantees maintain up-to-date community resource information, inclusive of resources, such as, mental health consultation, supports for families in crisis, resources for child medical screenings and assessments, supports for basic needs, and children's activities at libraries and museums. Additionally, CFCE Grantees actively implement universal and targeted outreach strategies, in order to reach and meet the needs of children, especially those with multiple risk factors and/or are hard to reach.

(b) A focus on outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist and other community partners:

- professional development for administrators and educators on SF and the importance of protective factors in a child's and family's health and well-being; and
- intentional engagement of community-based organizations, such as business, philanthropy, museums, libraries, cultural and faith-based organizations, in supporting

the development of the local early childhood system and the health and well-being of children and families in the community.

Services provided for four year old children must also be reflective of services and supports that include all children, including children with disabilities, children who are English language learners, children who are experiencing homelessness, children from refugee and immigrant families, children from diverse socioeconomic backgrounds and children from military families. Programs funded through this grant must have a plan for curriculum, instruction and assessment practices that are designed to include appropriate accommodations, modifications and individualized supports so the needs of all children are met. Individualized and joint professional development on the topic of inclusion, providing opportunities for administrators and educators to meet to discuss progress and plan instructional support for children meeting the criteria listed above and providing effective, family-responsive outreach to and engagement of families must be incorporated in local plans that supports and promotes inclusion.

(E)(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers

The effectiveness of services delivered for preschool children depend on the alignment of supports and services (i.e., curriculum, instruction, assessment, inclusion, professional development and family engagement) for infants and toddlers as well as those for children, families and teachers in K-3. Linkages include, but are not limited to: transition activities/supports for children and families into preschool and into kindergarten; professional development for preschool teachers on infant-toddler standards and K-3 standards; and reciprocity of data sharing between sending and receiving programs to inform instructional practices and on-going professional development. In [I](2)] above, the required elements to the design and provision of high quality preschool programming are outlined in detail.

This menu of support services was specifically designed as the foundation for this federally funded preschool program to ensure that the diverse body of children targeted for involvement will have the highest likelihood of success over time. Additionally, the interagency structure of

the oversight and monitoring teams was designed not only to ensure efficiency and alignment of services but also to bring together partners concerned with children in need of an array of supports. At the local level, LEAs and their partnering preschool programs were also selected due to their experience and expertise working together to meet the many needs and to avert the risk factors of children in some of the lowest income communities in the Commonwealth.

The design for local implementation, led by LEAs in partnership with community partners that are poised to lead the way in the provision of high quality integrated preschool, was developed as a replicable model that will lay the groundwork for a future system of preschool development and expansion. This vision brings together local providers, public schools, families and community-based support services in the promise of a high quality preschool experience as the foundation for a successful education for all of our children.

SECTION F: ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM

(F)(1-2) Alignment within a Birth through Third Grade Continuum

***Note to Reviewers:** We are combining our response to [F(1)] and [F(2)] because much of DEEC's internal and collaborative work and investment has been across the age range from birth through about age nine, or in education terminology Birth through Grade 3 (B-3).*

Massachusetts has long embraced a B-3 Continuum as a comprehensive statewide approach to support, develop, and assess programs and services for younger children, their families, and their communities. Our B-3 agenda is built upon the understanding of the unique learning and developmental trajectories of children, which is supported by a body of research with an emphasis about the long term effects of positive experiences during the earliest years of life. Our development of a comprehensive B-3 policy agenda is a means to increase transformative learning opportunities, especially for hard-to-reach and at-risk children and families, increase the capacity of local and state entities to provide high quality educational and other services to children and their families, and enhance alignment between both current and future education

and comprehensive programs to increase outcomes for children and strengthen families while improving the workforce and leadership in the field.

Systems Alignment: State and Community Level

The B-3 policy agenda is an ongoing process that was established by the establishment of the **MA Executive Office of Education** to guide development of a more cohesive system, incorporating early education, K-12, and higher education.

This work has been immeasurably aided through Massachusetts' participation in an early learning policy academy hosted by the National Governors Association (NGA) Center for Best Practices. In June 2013, Massachusetts and five other states were selected to develop and implement new policies aimed at enhancing early education standards, assessment and educator effectiveness, and also strengthening partnerships with key stakeholders. Massachusetts' primary goal was to develop and implement a B-3 standards and assessment *system* by: (a) identifying the foundational experiences and essential competencies that will lead to college and career success; (b) enhancing our early learning standards; and (c) exploring developmentally appropriate assessment strategies for birth through kindergarten as well as the early elementary grades.

The NGA Policy Academy team includes cross-sector representation from DEEC, DESIE, and DIII; and representatives from higher education and advocacy and educational agencies. The MA NGA Policy Academy team developed a document entitled *Building the Foundation for College and Career Success for Children from Birth through Grade 3*, [**Appendix A.1.1**]. This document is aligned with Massachusetts' *2013 Definition of College and Career Readiness* which identifies the knowledge, skills, and essential qualities that should be demonstrated by students who are truly college and career ready [**Appendix F.1.1**]. The competencies in the *Building the Foundation* document are the precursors for knowledge, skills, and qualities identified in our 2013 definition of college and career readiness, reinforcing the importance of establishing a strong foundation for future success by starting at birth as well as the necessity of developing specific B-3 strategies.

In addition to this state-level work, DEEC has invested funds from the MA RTTT-ELC in 13 communities to support alignment across B-3 learning environments under ***RTTT-ELC Birth to Grade Three Community Grants***. Six communities began their work in 2012 and seven joined in spring of 2014. Partners include LEAs, community-based organizations, Head Start, local social service and home visiting agencies, and city partners such as public libraries. Four of these communities are among the five LEA partners in this grant application. Activities include: (a) shared professional development for teachers and administrators; (b) improving administrator knowledge about early childhood education; (c) engaging hard to reach families; (d) improving transition pathways; and (e) improving systems for sharing formative assessment data as students move across learning environments. Many of the communities receive funding from other sources such as district, foundation, or other grants, to support their work. Some of the communities will have developed systems that can continue without substantial financial investment. The work around building strong pathways, partnership and collaboration takes less to sustain once relationships and momentum are established. The communities will be able to use the data they have gathered and the progress made in their community to apply for other funding streams to support additional work in building B-3 systems.

As part of its efforts to leverage ongoing initiatives and build on best practices, DEEC will integrate both *Building the Foundation for College and Career Success for Children from Birth through Grade 3* and the documented lessons of the ***RTTT-ELC Birth to Grade Three Community Grants*** into the Learning Community and statewide activities detailed in [E(5)].

Data System Alignment: DEEC and B-20

Interoperable Data Systems: MA Early Childhood Information System (ECIS) and State Longitudinal Data System (SLDS). The Commonwealth's RTTT-ELC award has enabled continued development of the MA K-12 SLDS and is funding the development of the state's ECIS. The ECIS will incorporate all data elements essential for data-driven decision-making across state agencies responsible for children's health development, kindergarten readiness and success in early elementary school. It will be fully interoperable with the SLDS and include the capability to link with data systems from other state agencies that provide services to vulnerable

families with younger children. The ECIS went into production as an enterprise system in 2013. In July of 2013, early childhood education and program data from DEEC flowed to DESE and EOE and into the SLDS. Also in 2013, 37 new reports including on early warning indicators, workforce demographics, program quality trends, child waitlist data and licensing.

Knowledge transfer from the ECIS project team to full time EOE staff will be conducted in 2015 to foster sustainability and ongoing support and maintenance. If more funding was available for ECIS, end user training could be conducted and the report suite could be expanded to meet other agency needs. All existing reports and the data exchange with DESE for the Longitudinal Data System, EdWIN Analytics, will continue after the grant period is completed.

DEEC, five participating LEAs, and the 12 DEEC-licensed ELPs will leverage the ECIS and SLDS to capture program and child-level outcomes, as described in the reporting requirements in [E(4)], informing statewide policies that support more than 10,000 DEEC-licensed programs and informing the Commonwealth's decisions to expand its Preschool Expansion model.

Coordinating with High-Quality Community and Online Resources. Family engagement is identified as one of the seven principal goals of the MA Preschool Expansion Plan as described in [A]. DEEC has invested considerable under both the State Budget and its RTT-ELC plan to reach more families, leverage community resources, and develop high-quality content that promotes school readiness. Some infrastructure and resource examples include:

Coordinated Family and Community Engagement (CFCE). DEEC funds this investment in a statewide network of school districts and community agencies focused on strengthening the capacity of families to promote the optimal development of their children. Grantees deliver targeted outreach, particularly to families with multiple risk factors and/or who are hard to reach, and key CFCE grant work is summarized in [B(5)]. All five Preschool Expansion target communities in this proposal provide CFCE services.

Brain Building in Progress. This broad public/private strategic communications campaign is hosted by DEEC, two United Ways, and an expanding group of community and individuals. Anchored in the science of brain development, its purpose is to raise awareness of the critical importance of fostering the cognitive, social and emotional development of young children by emphasizing its future impact on the economic prosperity of everyone in MA [*Appendix B.1.2.*]. Brain Building in Progress is engaging early education providers, parents and families, museums, libraries, and legislators across the state. These partners include the 89 CFCE programs across the state that have direct access to families through programs such as playgroups, literacy hours, and home visits. We have developed significant resources with associated guidance organized by stakeholder area (legislative, educator, family, etc.) that are publicly available through our central website, www.brainbuildinginprogress.org.

Museum/Library Project. Utilizing MA's RTTT-ELC funds, DEEC partnered with the Boston Children's Museum to engage over 100 libraries and museums in a statewide strategy to provide a shared framework and set of resources that will increase the capacity of museums and libraries to support the optimal development of all children through intentional family engagement activities and early learning opportunities. The partnership is focusing on four areas in supporting family and community engagement in child development: early literacy, school readiness including preparation for Kindergarten, interest and awareness of STEM (Science, Technology, Engineering and Math), and public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative.

Resources for Early Learning for Educators. DEEC, in partnership with the WGBH Educational Foundation, created Resources for Early Learning, a media-rich website of educational resources (including curricular and instructional tools in STEM, English Language Arts, and social and emotional development), to help support adults who teach, nurture, and care for children from birth to age 5.

Resources for Early Learning for Parents. The Resources for Early Learning website (described above) is also directed at parents of children ages birth to 33 months and 3 to 5

years. *Parent Activities* provide quick, easy, and fun activities for families and ten short *Parenting Education Videos* with advice, tips, and suggestions on how to enhance children's learning. Videos are organized in two age groups: birth to 33 months and 3 to 5 years.

SECTION G: BUDGET AND SUSTAINABILITY

(G)(1) Use the Funds from this Grant and any Matching Contributions to Serve the number of Eligible Children in its Ambitious and Achievable Plan Each Year

In developing a budget model to ensure that each community, no matter their own individual characteristics, would be able to implement high-quality expanded preschool classes, DEEC focused on giving LEAs flexibility to adjust for their different circumstances through a block grant-style structure. Based on an assumption of \$15M in funding each year, and accounting for the 5% statewide infrastructure we assumed an allocation of \$14.25M available for implementation of the grant at the district level.

To avoid using outdated Census data to determine four year old populations, DEEC used current enrollment data of children in kindergarten in each of our five LEAs to approximate the number of eligible children in each district. Birth trend data in each community was also evaluated and supported this assumption as a reasonable benchmark for future preschool demand. Using these values, the full \$14.25M allocation was pro-rated and distributed based on the communities' shares of the total eligible 4 year-old population and, finally, adjusted by a \$(b)(4) ceiling on Boston and a \$(b)(4) floor for Holyoke to provide adequate support to meet the need of each participating community.

To meet the implementation requirements described in earlier sections, each community's distribution was further adjusted with 5% carve-outs for both Administration and Evaluation of the grants at the local level. The assumed administrative burdens for LEAs include implementation costs, budgeting and planning costs as well as monitoring and general oversight of grant activities performed by local partners. The Evaluation funding will be used by LEAs for their joint participation in a longitudinal study that will study the delivery of high quality

preschool programs and their impact on child outcomes. This study will also inform systemic changes for the state-wide early childhood system over time. Combined, these carve-outs make-up approximately 10% of the community's allocated amount.

After accounting for these requirements, the remaining funds will be allocated for the delivery of high quality preschool services (direct services) which accounts for 90% of the funding, an expression of our commitment to efficiently administer this program. Direct services are anticipated to go to Subgrantees as a block to cover all costs and expenditures related to the operation of high quality preschool classrooms including but not limited to: teacher salaries, comprehensive services as outlined in this application, outreach efforts to families and students in each district, inclusion activities, family engagement, professional development, etc.

To determine the number of students to be served in each community, DEEC used the Foundation Budget Rates per Pupil from Chapter 70, the state's elementary and secondary school funding formula. This number is then increased to \$(b)(4) to account for the needs the targeted population will require including low income student support, supplemental special education services, supports for English language learners, etc. Boston's per student cost was then further increased by \$(b)(4) to capture the wage factor adjustments related to the city's cost of living compared to the other participants of this grant.

Based on the assumptions above, the estimated number of children served annually in our proposal is as follows:

| Children Served | City |
|-----------------|----------|
| 198 | Boston |
| 78 | Holyoke |
| 129 | Lawrence |
| 156 | Lowell |

| | |
|------------|---------------|
| 195 | Springfield |
| 755 | Total: |

As required by the terms of the grant, LEAs and Subgrantees will have the opportunity to determine the most cost efficient manner to deliver these direct services through the negotiation and establishment of an MOU with DEEC and between each other when funds are awarded. [Appendix C.1.1.]. In addition to the federal award, the Commonwealth has other sources of funding it can dedicate to this effort. The State's SFY 2015 final budget included a new \$(b) line item expressly to support the expansion of high quality preschool opportunities for 4 year old children, including children with disabilities and children who are English language learners (dual language learners), in an effort to provide them with a strong foundation for learning, and ultimately improve their opportunities for educational success in the early grades.

This grant has the following priorities:

- Support schools and districts with MA DESE's Level 5 designation in the expansion of preschool programs for four year old children; and
- Support schools and districts, in coordinating and collaborating with community-based early education and care programs, to enhance the quality of the learning opportunities provided to 4 year old children in a manner that is sustainable and replicable by other districts and communities in the Commonwealth.

This opportunity will be used to support districts seeking funding to support expansion of preschool opportunities for four year olds and increase the quality of those learning opportunities to promote improved outcomes for young children. Applicants would need to demonstrate that the expanded preschool program operates for at least a full school day with priority given to applications that demonstrate full-day (8+ hours/day) and full-year programming; and collaboration with community-based programs to extend the schedule to meet the needs of working families.

The SFY15 budget also includes another substantive investment in district preschool programs by removing eliminating the cap on preschool enrollment that could be counted in the state's school district funding formula, known as Chapter 70. Previously the formula capped the number of preschool students that a district can count toward its foundation enrollment at twice the number of special education preschoolers enrolled in the district. Lifting this cap for FY15 was estimated to immediately invest up to \$(b)(4)M in districts already operating Pre-K classrooms. In SFY14, even without this change, \$(b)(4) was spent through Ch. 70 on Pre-K students,

When considered together, both the K-1 Grant program as well as the uncapping of Chapter 70 demonstrate the substantial financial commitment the Commonwealth is making in supporting new preschool and Pre-K classrooms.

These targeted funds are in addition to Child Care Quality Grant, a resource that promotes school readiness, school success, and positive outcomes for children by supporting and enhancing the quality of services being delivered to children in early education and out-of-school time settings across the Commonwealth. Specifically, the goals of the Child Care Quality Grant are to:

- (1) Improve the quality of services delivered to high needs children. "High needs children" is defined as children who have two or more risk factors linked to poor school and life outcomes:

- Children and parents with special needs;
- Children whose home language is not English;
- Families and children involved with multiple state agencies;
- English language learners;
- Recent immigrants;
- Children with parents who are deployed and are not living on a military base;
- Low-income households;
- Parents with less than a high school education; and
- Children who are homeless or move more than once a year.

- (2) Improve early education and out-of-school time program quality and child learning environments by helping programs achieve and maintain national program accreditation through the NAEYC, or National After-School Association through the Council on Accreditation;
- (3) Enhance the skills of early education and out-of-school time practitioners through increased access to professional development opportunities;
- (4) Provide specialized training for bilingual and bicultural consumers;
- (5) Improve outreach and communication to improve the engagement of families in programs and/or support children's successful transition from programs to kindergarten; and
- (6) Improve child learning environments through the purchase and implementation of educational curricula, instructional supports and technical assistance that enhance the quality of the program and support upward movement in QRIS.

These grants come from a renewable funding source as they are supported by the Child Care Quality Fund, which was established in 1997, and is supported by revenues received from the sale of MA "Invest in Children" license plates. In FY14 we distributed over \$(b)₂ to (b)₆ early child care programs in the Commonwealth.

(G)(2) Coordinate the uses of existing funds from Federal sources that support early learning and development.

As the state's Early Learning agency, DEEC coordinates and assists with the distribution and oversight of a number of preschool-related funding programs. Title I of ESLEA is also known as Title I Preschool Funds, which are administered by DESH.

Part C of IDEA, also known as Early Intervention (EI) in Massachusetts, is administered through DPH in collaboration with DEEC. The DEEC-funded CFCs refer parents and families with children under 3 years old to Early Intervention (EI) services, if necessary. DEEC staff

participate in an Interagency Coordinating Council that focus on aligning DEEC's work with that of EI work.

Section 619 of Part B, the Early Childhood Special Education Grant is managed by DEEC and provides funds to school districts and charter school districts to build capacity and to ensure that eligible 3, 4, and 5 year-old children with disabilities are appropriately identified as eligible for special education and receive developmentally appropriate special education and related services designed to meet their individual needs in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws and regulations.

As noted above, Massachusetts Head Start (HS) programs support the development and implementation of a system of high quality early education. As part of the Commonwealth's CCDF plan, DEEC and DESE have collaborated to develop common core frameworks for infants and toddlers, and preschool children that align with the national common core. Head Start programs in MA allow for young children in low-income families to receive high-quality services and programming. This is a direct correlation to the work that is being done with the Preschool Expansion Grant. The resulting frameworks were adopted by the Boards of both agencies. DEEC also ensures that licensed-exempt providers, such as public school preschool programs, seeking to provide early education and care services through the DEEC contract or voucher program must agree to meet all health and safety requirements, as a condition of receiving any funding from the Department.

Four of our partner communities (Boston, Lowell, Springfield, Holyoke) for this grant proposal are currently eligible and receiving McKinney-Vento funding through DESE. Much of this funding goes to transportation of students and the Commonwealth provides \$ (b)(4) in state funding to support communities that are transporting homeless students. DEEC coordinates federal, state and local investments and resources to support early childhood special education, transitions and inclusion under Part B of Section 619.

(G)(3)Sustain the high-quality preschool programs provided by this grant after the grant period ends

As we consider different avenues for sustaining the growth in access that this grant will create, the Commonwealth has a number of avenues for continuing this venture. One of these, is the Commonwealth's Pay for Success (PFS) initiative. In January, the Patrick administration announced the launch of the nation's largest financial investment in a PFS initiative, which is designed to improve outcomes for almost one thousand of at-risk young men in the probation system or leaving the juvenile justice system.

This initiative will allow a local non-profit provider service provider, to serve these young men in 15 communities, providing intensive outreach, life skills and employment training that will reduce recidivism and help these young men become assets and resources in their community. This PFS Social Innovation model will include success payments from the Commonwealth, and from the U.S. Department of Labor, which awarded the Commonwealth a first-of-its-kind PFS grant of \$11.7M in September 2013.

The second project Commonwealth is also in the process of developing two additional PFS initiatives. The first will provide stable housing and supportive services to several hundred chronically homeless individuals and aims improve their well-being while also reducing emergency shelter and Medicaid costs. The second to be funded in this manner is designed to make an impact on the state's 16,000 person waitlist for adult basic education programs and English-language classes, with the goals of improving employment outcomes, increasing transitions to higher education, and reducing reliance on safety net programs. Three MA nonprofits contracted to rapidly expand access to those programs, as part of a \$15M initiative fueled initially by outside investments to form a public-private partnership to address this need.

Massachusetts has an advantage due to the many strong early education programs, institutions of higher education, financial industry infrastructure as well as historic business community involvement and advocacy on behalf of education issues in the Commonwealth.

We will be encouraging each district to make connections to this work with their local business communities either through funding considerations supply or space donation or other forms of

assistance. DEEC will also actively engage with foundations and other third-party funders that have shown past interest in this work to support this initiative with additional funds.

The matching fund commitments mentioned above, both the growth of the K-1 Grant program and the continued support of districts through an uncapping of Pre-K within Chapter 70 are key to the sustainability of this initiative. Both represent real-dollar support from the State Legislature and are designed to foster growth in districts.

Other Attachment File(s)

| | |
|--|---|
| * Mandatory Other Attachment Filename: | MA_PEG_Required_Excel_Workbook.xlsx |
| | Delete Mandatory Other Attachment View Mandatory Other Attachment |

To add more "Other Attachment" attachments, please use the attachment buttons below.

| | | |
|---|--|--|
| Add Optional Other Attachment | | |
|---|--|--|

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

-This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D) (4).
-To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
-You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
-Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2F (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate; you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct"; if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

| Table A | | | | | | | | | | | |
|--|---------------------|---|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---|
| Expansion Grants | | | | | | | | | | | |
| PART I. Absolute Priority 1 | | Instructions: For each year, please fill out the expected Federal Fiscal Year 4 Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified. | | | | | | | | | |
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Cumulative \$ | % | |
| Allocation of Federal Preschool Development Grant Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | | | |
| 1A: State-Level Infrastructure | \$750,000 | 5% | \$750,000 | 5% | \$750,000 | 5% | \$750,000 | 5% | \$3,000,000 | 5% | |
| 1B: High-Quality Preschool Programs | \$14,250,000 | 95% | \$14,250,000 | 95% | \$14,250,000 | 95% | \$14,250,000 | 95% | \$57,000,000 | 95% | |
| ... 1C: New Preschool Slots ... | \$14,250,000 | 95% | \$14,250,000 | 95% | \$14,250,000 | 95% | \$14,250,000 | 95% | \$57,000,000 | 95% | |
| ... 1D: Improved Preschool Slots | \$0 | 0% | \$0 | 0% | \$0 | 0% | \$0 | 0% | \$0 | 0% | |
| Total Federal Funds | \$15,000,000 | 100% | \$15,000,000 | 100% | \$15,000,000 | 100% | \$15,000,000 | 100% | \$60,000,000 | 100% | |
| | | | | | | | | | | | |
| PART II. Competitive Priority 1 | | Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified. | | | | | | | | | |
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Cumulative \$ | % | |
| Allocation of Matching Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | | | |
| 2A: State-Level Infrastructure | (b)(4) | | | | | | | | | | |
| 2B: High-Quality Preschool Programs | | | | | | | | | | | |
| ... 2C: New Preschool Slots ... | | | | | | | | | | | |
| ... 2D: Improved Preschool Slots | | | | | | | | | | | |
| Total Year 1-4 Matching Funds | | | | | | | | | | | |
| | | | | | | | | | | | |
| Type of State Match | | | | | | | | | | | Increased State Funding in Fiscal Year 2014 |
| 2E: State Matching Funds (if applicable) | | | | | | | | | | | \$3,630,926 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2F: Total Funds for State-Level Infrastructure | | | | | | | | | | | |
| 2G: Total Funds for High-Quality Preschool Programs | | | | | | | | | | | |
| 2H: Total Funds for New Preschool Slots | | | | | | | | | | | |
| 2I: Total Funds for Improved Preschool Slots | | | | | | | | | | | |
| 2J: Total Program Resources | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| PART III. Selection Criterion (D)(4) | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3A: Total Eligible Children | | | | | | | | | | | |
| 3B: Eligible Children Served in New Preschool Slots | | | | | | | | | | | |
| ... 3C: PPE/Slot | | | | | | | | | | | |
| 3D: Estimated Cost (Rounded) | | | | | | | | | | | |
| 3E: % Eligible Children Served in New Preschool Slots | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3F: Eligible Children Served in Improved Preschool Slots | | | | | | | | | | | |
| ... 3G: PPE/Slot | | | | | | | | | | | |
| 3H: Estimated Cost (Rounded) | | | | | | | | | | | |
| 3I: % Eligible Children Served in Improved Preschool Slots | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3J: Total % Eligible Children Served With New and Improved Slots | | | | | | | | | | | |
| 3K: Total Children Served | | | | | | | | | | | |

(b)(4)

| Competitive Priority 1 Table | | | | | | |
|--------------------------------|--|---------|---------|---------|---------|--------------|
| Types of Match | <i>Increased State Funding in Fiscal Year 2014</i> | Year 1 | Year 2 | Year 3 | Year 4 | TOTAL |
| State | (b)(4) | | | | | |
| Local | | | | | | |
| Philanthropic | | | | | | |
| Other | | | | | | |
| Overall Match | | | | | | |
| Matches Amount from Table A | Correct | Correct | Correct | Correct | Correct | Correct |

| Table (D)(4) | | | | | |
|--------------|--|---|---|---|---|
| Subgrantee 1 | Breakdown | Year 1 | Year 2 | Year 3 | Year 4 |
| Boston | Methods for Improving Slots (Select as many as apply) | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services |
| | Total Eligible Children Served in Improved Preschool Slots (if applicable) | 198 | 198 | 198 | 198 |
| | Total Estimated Cost | \$ 4,061,250.00 | \$ 4,061,250.00 | \$ 4,061,250.00 | \$ 4,061,250.00 |
| | | | | | |
| Subgrantee 2 | Breakdown | Year 1 | Year 2 | Year 3 | Year 4 |
| Holyoke | Methods for Improving Slots (Select as many as apply) | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services |
| | Total Eligible Children Served in Improved Preschool Slots (if applicable) | 78 | 78 | 78 | 78 |
| | Total Estimated Cost | \$ 1,425,000.00 | \$ 1,425,000.00 | \$ 1,425,000.00 | \$ 1,425,000.00 |
| | | | | | |
| Subgrantee 3 | Breakdown | Year 1 | Year 2 | Year 3 | Year 4 |
| Lawrence | Methods for Improving Slots (Select as many as apply) | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services |
| | Total Eligible Children Served in Improved Preschool Slots (if applicable) | 129 | 129 | 129 | 129 |
| | Total Estimated Cost | \$ 2,351,000.00 | \$ 2,351,000.00 | \$ 2,351,000.00 | \$ 2,351,000.00 |
| | | | | | |
| Subgrantee 4 | Breakdown | Year 1 | Year 2 | Year 3 | Year 4 |
| Lowell | Methods for Improving Slots (Select as many as apply) | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services |
| | Children Served in Improved Preschool Slots (if applicable) | 156 | 156 | 156 | 156 |
| | Total Estimated Cost | \$ 2,850,000.00 | \$ 2,850,000.00 | \$ 2,850,000.00 | \$ 2,850,000.00 |
| | | | | | |
| Subgrantee 5 | Breakdown | Year 1 | Year 2 | Year 3 | Year 4 |
| Springfield | Methods for Improving Slots (Select as many as apply) | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services | <input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services |
| | Total Eligible Children Served in Improved Preschool Slots (if applicable) | 195 | 195 | 195 | 195 |
| | Total Estimated Cost | \$ 3,562,500.00 | \$ 3,562,500.00 | \$ 3,562,500.00 | \$ 3,562,500.00 |
| | | | | | |

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))

| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Personnel | \$.....300,000 | \$.....300,000 | \$.....300,000 | \$.....300,000 | \$.....1,200,000 |
| 2. Fringe Benefits | \$.....86,610 | \$.....86,610 | \$.....86,610 | \$.....86,610 | \$.....346,440 |
| 3. Travel | \$.....7,500 | \$.....7,500 | \$.....7,500 | \$.....7,500 | \$.....30,000 |
| 4. Equipment | \$.....6,000 | \$.....6,000 | \$.....6,000 | \$.....6,000 | \$.....24,000 |
| 5. Supplies | | \$.....- | \$.....- | \$.....- | \$.....- |
| 6. Contractual | \$.....192,640 | \$.....192,640 | \$.....192,640 | \$.....192,640 | \$.....770,560 |
| 7. Training Stipends | \$.....- | \$.....- | \$.....- | \$.....- | \$.....- |
| 8. Other | \$.....- | \$.....- | \$.....- | \$.....- | \$.....- |
| 9. Total Direct Costs (add lines 1-8) | \$.....592,750 | \$.....592,750 | \$.....592,750 | \$.....592,750 | \$.....2,371,000 |
| 10. Indirect Costs* | \$.....132,250 | \$.....132,250 | \$.....132,250 | \$.....132,250 | \$.....529,000 |
| 11. Funds to be distributed to Subgrantees | \$.....14,250,000 | \$.....14,250,000 | \$.....14,250,000 | \$.....14,250,000 | \$.....57,000,000 |
| 12. Funds set aside for participation in grantee technical assistance | \$.....25,000 | \$.....25,000 | \$.....25,000 | \$.....25,000 | \$.....100,000 |
| 13. Total Grant Funds Requested (add lines 9-12) | \$.....15,000,000 | \$.....15,000,000 | \$.....15,000,000 | \$.....15,000,000 | \$.....60,000,000 |
| 14. Funds from other sources used to support the State's plan | (b)(4) | | | | |
| 15. Total Statewide Budget (add lines 13-14) | | | | | |

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

Column (e): Show the total amount requested for all grant years.

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

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

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

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

| Example Table A - Preschool Development Grants- Expansion Grants | | | | | | | | | | | |
|--|--------------|--|--------------|---------|--------------|---------|--------------|---------|---------------|------|---|
| Expansion Grants | | | | | | | | | | | |
| PART I. Absolute Priority 1 | | Instructions: For each year, please fill out the expected Federal Preschool Development Grants Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified. | | | | | | | | | |
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Cumulative \$ | % | |
| Allocation of Federal Preschool Development Grants Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | | | |
| 1A: State-Level Infrastructure | \$1,050,000 | 7% | \$900,000 | 6% | \$600,000 | 4% | \$450,000 | 3% | \$3,000,000 | 5% | |
| 1B: High-Quality Preschool Programs | \$13,950,000 | 93% | \$14,100,000 | 94% | \$14,400,000 | 96% | \$14,550,000 | 97% | \$57,000,000 | 95% | |
| 1C: New Preschool Slots | \$12,555,000 | 84% | \$11,985,000 | 80% | \$11,520,000 | 77% | \$10,912,500 | 73% | \$46,972,500 | 78% | |
| 1D: Improved Preschool Slots | \$1,395,000 | 9% | \$2,115,000 | 14% | \$2,880,000 | 19% | \$3,637,500 | 24% | \$10,027,500 | 17% | |
| Total Federal Funds | \$15,000,000 | 100% | \$15,000,000 | 100% | \$15,000,000 | 100% | \$15,000,000 | 100% | \$60,000,000 | 100% | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| PART II. Competitive Priority 1 | | Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State Funding in Fiscal Year 4 at the bottom of this section. The other cells will self-populate with information; those should not be modified. | | | | | | | | | |
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Cumulative \$ | % | |
| Allocation of Matching Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | \$ | % Funds | | | |
| 2A: State-Level Infrastructure | (b)(4) | | | | | | | | | | |
| 2B: High-Quality Preschool Programs | | | | | | | | | | | |
| 2C: New Preschool Slots | | | | | | | | | | | |
| 2D: Improved Preschool Slots | | | | | | | | | | | |
| Total Year 1-4 Matching Funds | | | | | | | | | | | |
| | | | | | | | | | | | |
| Type of State Match | | | | | | | | | | | Increased State Funding in Fiscal Year 2014 |
| 2E: State Matching Funds (if applicable) | | | | | | | | | | | \$2,000,000 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2F: Total Funds for State-Level Infrastructure | | | | | | | | | | | |
| 2G: Total Funds for High-Quality Preschool Programs | | | | | | | | | | | |
| 2H: Total Funds for New Preschool Slots | | | | | | | | | | | |
| 2I: Total Funds for Improved Preschool Slots | | | | | | | | | | | |
| 2J: Total Program Resources | | | | | | | | | | | |
| | | | | | | | | | | | |
| PART III. Selection Criterion (D)(4) | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3A: Total Eligible Children | | | | | | | | | | | |
| 3B: Eligible Children Served in New Preschool Slots | | | | | | | | | | | |
| 3C: PPE/Slot | | | | | | | | | | | |
| 3D: Estimated Cost (Rounded) | | | | | | | | | | | |
| 3E: % Eligible Children Served in New Preschool Slots | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3F: Eligible Children Served in Improved Preschool Slots | | | | | | | | | | | |
| 3G: PPE/Slot | | | | | | | | | | | |
| 3H: Estimated Cost (Rounded) | | | | | | | | | | | |
| 3I: % Eligible Children Served in Improved Preschool Slots | | | | | | | | | | | |
| | | | | | | | | | | | |
| 3J: Total % Eligible Children Served With New and Improved Slots | | | | | | | | | | | |
| 3K: Total Children Served | | | | | | | | | | | |

Glossary of Acronyms

| | |
|--------|---|
| ACF | Administration for Children and Families |
| AIM | Action, Implementation and Momentum |
| ARRA | American Recovery and Reinvestment Act of 2009 |
| ASOST | After-school and out-of-school time |
| ASQ | Ages and Stages Questionnaire |
| BCM | Boston Children's Museum |
| CBTI | Connected Beginnings Training Institute |
| CCDF | Child Care Development Fund |
| CCR&R | Child Care Resource and Referral Agency |
| CCSSO | Council of Chief State School Officers |
| CIF | Children's Investment Fund |
| CT | Children's Trust |
| CEU | Continuing Education Unit |
| CFCE | Coordinated Family and Community Engagement Program |
| CLASS | Classroom Assessment Scoring System |
| CMHCC | Comprehensive Mental Health in Child Care Program |
| CSEFEL | Center on the Social and Emotional Foundations for Early Learning |
| CSSP | Center for the Study of Social Policy |
| CQI | Continuous Quality Improvement |
| DCF | Department of Children and Families |
| DESE | Department of Elementary and Secondary Education |
| DEEC | Massachusetts Department of Early Education and Care |
| DHCD | Department of Housing and Community Development |
| DHE | Department of Higher Education |
| DLL | Dual Language Learners |
| DMH | Department of Mental Health |

| | |
|--------|--|
| DPH | Department of Public Health |
| DTA | Department of Transitional Assistance |
| DYS | Department of Youth Services |
| ECERS | Early Childhood Environment Rating Scales |
| ECE | Early Childhood Educators |
| ECIS | Early Childhood Information System |
| ECMH | Early Childhood Mental Health |
| ECRC | Early Childhood Resource Center |
| EEFI | Early Educators Fellowship Institute |
| EI | Early Intervention |
| ELL | English Language Learner |
| ELP | Early Learning Providers |
| E-ELDS | Early English Language Development Standards |
| EOE | Executive Office of Education |
| EOHHS | Executive Office of Health and Human Services |
| EPS | Educator and Provider Support |
| ERS | Environmental Rating Scales |
| ESE | Department of Elementary and Secondary Education |
| FAQ | Frequently Asked Questions |
| FCC | Family Child Care |
| FCCERS | Family Child Care Environment Rating Scales |
| HQPP | High Quality Preschool Programs |
| HSSCO | Head Start State Collaboration Office |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individual Education Plan |
| IHE | Institute of Higher Education |
| IMLS | Institute of Museum and Library Services |

| | |
|--------|--|
| ISA | Interagency Service Agreement |
| ITERS | Infant Toddler Environment Rating Scales |
| JPD | Joint Professional Development |
| KEEP | Kindergarten Entry Enrichment Program |
| LEA | Lead Education Agency |
| LEP | Limited English Proficiency |
| LRE | Least Restrictive Environment |
| MELD | Massachusetts Early Learning and Development Assessment System |
| MFLC | Massachusetts Family Literacy Consortium |
| MHVI | Massachusetts Home Visiting Initiative |
| MIECHV | Maternal, Infant and Early Childhood Home Visiting Initiative |
| MKEA | Massachusetts Kindergarten Entry Assessment |
| MOU | Memorandum of Understanding |
| MRS | Market Rate Study |
| NAEYC | National Association for the Education of Young Children |
| NGA | National Governor's Association |
| NIEER | National Institute for Early Education Research |
| ORI | Office of Refugees and Immigrants |
| OSFA | Office of Student Financial Assistance |
| OSMR | On Site Monitoring Review |
| PAC | Peer Assistance and Coaching |
| PCG | Public Consulting Group |
| PCHP | Parent Child Home Program |
| PIWI | Parents Interacting with Infants |
| PLC | Professional Learning Community |

| | |
|-----------|---|
| PQR | Professional Qualifications Registry |
| PQS | Program Quality Specialist(s) |
| PSCCE | Preschool Child Care and Education |
| QRIS | Quality Rating and Improvement System |
| RCP | Regional Consultation Program |
| RFR | Request for Responses |
| ROR | Reach Out and Read |
| RTTT | Race to the Top Grant |
| RTTT- ELC | Race to the Top – Early Learning Challenge Grant |
| SAC | State Advisory Council |
| SACCRS | School Age Child Care Rating Scales |
| SASID | State Assigned Student Identification |
| SLT | State Leadership Team |
| SLDS | Statewide Longitudinal Data System |
| SPP | State Performance Plan |
| SF | Strengthening Families |
| STEM | Science, Technology, Engineering and Math |
| TS-GOLD | Teaching Strategies GOLD |
| TANF | Temporary Assistance for Needy Families |
| UDL | Universal Design for Learning |
| UPK | Universal Pre-Kindergarten Program |
| WIDA | World-Class Instructional Designment and Assessment |
| WEAVE | Web-based Analysis and Visualization Environment |
| WGBH | Public radio and television station in Massachusetts... |

APPENDIX TABLE OF CONTENTS

Throughout the Proposal Narrative, we have included several supporting documents that add content and description to the narrative. These documents are reflected below and while they may be cited multiple times throughout the Proposal Narrative, the page number listed next to the Attachment Title reflects only the first citation of the document within the Proposal Narrative..

| # | Attachment Title | Relevant Selection Criterion |
|---------------|--|-------------------------------------|
| A.1.1. | <i>Building the Foundation for College and Career Success from Birth (p. 10)</i> | Section A |
| A.4.1. | <i>QRIS Continuum (p.11)</i> | Section A |
| A.5.1. | <i>Strengthening Families Framework (p. 13)</i> | Section A |
| B.1.1. | <i>A History of MA's Early Learning and Developmental Standards (p. 15)</i> | Section B |
| B.1.2. | <i>Master Listing of Programs (p. 17)</i> | Section B |
| B.4.1. | <i>MA Quality Standards Cross walked with the 12 High Quality Preschool Standards. (p. 23)</i> | Section B |
| B.4.2. | <i>UPK Criteria (p. 12)</i> | Section B |
| B.4.3. | <i>MA QRIS Measurement Tools (p. 25)</i> | Section B |
| C.2.1. | <i>Implementation Plan Template (p. 31)</i> | Section C |
| C.2.2. | <i>Sample MOU (p. 32)</i> | Section C |
| C.2.3. | <i>CQI Plan for Subgrantees (p. 35).</i> | Section C |
| C.2.4. | <i>Initial Job Descriptions (p.35)</i> | Section C |
| C.3.1. | <i>TS-GOLD (p. 36)</i> | Section C |
| D.1.1. | <i>MIECHV Summary (p. 39)</i> | Section D |
| E.1.1. | <i>Roles and Responsibilities (p.49)</i> | Section E |
| E.2.1. | <i>A Framework for Planning, Implementing and</i> | Section E |

| | | |
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| | <i>Evaluating PreK-3rd Grade Approaches (p. 50)</i> | |
| E.4.1. | <i>Program Monitoring Plan (p.55)</i> | Section E |
| F.1.1. | <i>Massachusetts's 2013 Definition of College and Career Readiness (p.67)</i> | Section F |



May 8, 2014

Dear Colleagues:

Massachusetts is recognized as a national leader with regard to student achievement and the implementation of innovative and bold reform strategies. The Commonwealth is also recognized for its unwavering commitment to providing all children with transformative educational opportunities from birth through postsecondary education, and for building a public education system that is increasing policy alignment and collaboration across the early education, K-12, and higher education sectors.

In June 2013, the National Governors Association (NGA) Center for Best Practices announced that Massachusetts and five other states had been selected to participate in a national policy academy to improve learning outcomes from early childhood through third grade. With the support of the NGA, we are developing a comprehensive birth through grade 3 policy agenda, and we are writing to request your assistance. In particular, we would greatly appreciate your feedback about the attached document

Building the Foundation for College and Career Success for Children from Birth through Grade 3.

Given the critical importance of the earliest years of a child's life, we believe that Massachusetts should identify the essential competencies that all children should demonstrate in order to establish a strong foundation for learning and growth. The attached document presents essential competencies across five developmental domains, as well as the essential experiences that will result in the demonstration of these competencies. We believe that this document will serve as the foundation for the establishment of a comprehensive birth through grade 3 policy agenda in Massachusetts, as it will guide our efforts to enhance early learning standards, develop new assessment strategies, enhance the effectiveness of our educator workforce, and provide comprehensive support to children and families. In addition, this document is aligned with the Massachusetts Definition of College and Career Readiness, which was adopted by the Board of Elementary and Secondary Education and the Board of Higher Education during the spring of 2013. Lastly, this document reinforces the importance of preparing our children for lifelong success *starting at birth*, and reflects the unique developmental experiences of children from birth through grade 3.

We are excited about sharing this document with you and other members of our community, and are eager to receive your feedback. Over the coming months, we would like to engage in robust discussions about these proposed competencies and experiences so that we can revise and improve this document.

You will have several opportunities to share your thoughts about this document and the establishment of a birth through grade 3 policy agenda in Massachusetts. First, you can send an e-mail message to Saeyun Lee (saeyun.lee@bhc.mass.edu) at the Department of Higher Education (please include the

name of the document in the title of your message). And second, you are invited to attend a statewide event on Friday, May 16, 2014 entitled *Birth Through Grade 3 Policy Forum: Developing Strategic Pathways to College and Career Success*. At this event, you will have the opportunity to work with and learn from educators, parents and family members, higher education representatives, municipal and state officials, legislators, business and community partners, and other stakeholders, and your contributions will inform our development and implementation of new strategies. If you have any questions about this event, please contact Saeyun Lee or Chau Ly (chau.ly@massmail.state.ma.us) at the Department of Early Education and Care.

Massachusetts' participation in the NGA policy academy is giving us the opportunity to accelerate our efforts to build a comprehensive birth through grade 3 policy agenda in our state, and we look forward to working with you to support our children and families. Thank you in advance for your feedback and contributions to this exciting work.

Sincerely yours,

Liz Belsito, Department of Early Education and Care
Anna Bradfield, Readiness Centers Network
Mary Jane Crotty, Department of Elementary and Secondary Education
Betsy Edes, Department of Early Education and Care
Winifred Hagan, Department of Higher Education
Stacey Kaminski, Readiness Centers Network
Saeyun Lee, Department of Higher Education
Chau Ly, Department of Early Education and Care
Douglas McNally, Readiness Centers Network
Carol Nolan, Department of Early Education and Care
Amy O'Leary, Strategies for Children
Donna Traynham, Department of Elementary and Secondary Education

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BUILDING THE FOUNDATION FOR COLLEGE AND CAREER SUCCESS FOR CHILDREN FROM BIRTH THROUGH GRADE 3

Overview

All infants, toddlers, and children in Massachusetts will develop the knowledge, skills, and dispositions that are necessary for college, career, and lifelong success.

The Commonwealth has identified essential competencies across the cognitive, social and emotional, linguistic, and physical domains that should be demonstrated by our youngest citizens from birth through grade 3 in order to ensure that they are on the pathway to future success. In order to build a strong foundation for learning and growth, all children must have enriching and stimulating experiences starting at birth; as such, the Commonwealth has also identified essential experiences that will result in the development of these competencies.

In 2013, our Board of Elementary and Secondary Education and our Board of Higher Education adopted the Massachusetts Definition of College and Career Readiness, which identified for the first time in the Commonwealth's history the academic knowledge, workforce readiness skills, and essential qualities that students need to demonstrate to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways.

The essential competencies that are presented in this document are the precursors for the knowledge, skills, and qualities that were identified in the 2013 Definition of College and Career Readiness.

Given the critical importance of the early years of a child's life, the Commonwealth will implement new and innovative birth through grade 3 strategies that reflect a growing body of research about early childhood development and also increase alignment between the early education and K-12 sectors. In addition, the Commonwealth's education, social services, and other agencies will work in partnership with educators, parents and family members, community members, and other key stakeholders to create healthy, dynamic, and positive environments within which our youngest citizens can thrive.

Learning and Growth Across Multiple Domains

Building a strong foundation for learning and growth requires equal emphasis on all of the domains of early childhood development, acknowledgment of how these domains are interrelated, and recognition

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of individual abilities, strengths, cultural and linguistic backgrounds, and needs. Children from birth through grade 3 who are on the path to college, career, and lifelong success will build competencies in the following five areas:

- Cognitive Development and General Knowledge;
 - Social and Emotional Development;
 - Language and Communication Development;
 - Approaches Toward Play and Learning; and
 - Physical Development and Well-Being.
-

Essential Competencies and Experiences

All children from birth through grade 3 will demonstrate the following competencies in a developmentally appropriate manner and sequence...

These competencies will be the result of continuous access to emotionally and physically safe, culturally and linguistically inclusive, and high-quality learning and play experiences in homes, educational settings, and communities.

- **Cognitive Development and General Knowledge**

All children from birth through grade 3 will learn how to think and reason by interacting with objects, materials, and individuals in their environment. They will develop curiosity and knowledge about the world around them, learn to recognize that they are active contributors to their environment, and continually enhance their ability to acquire and utilize knowledge and skills.

Essential experiences promote the active exploration of both physical and social environments; provide opportunities to explore linguistic, artistic and mathematical concepts, including the quantification, classification, and categorization of objects; and promote the exploration of numbers, letters, words, sounds, and stories.

- **Social and Emotional Development**

All children from birth through grade 3 will develop a positive sense of self and self-efficacy, express a healthy range of emotions in socially and culturally appropriate ways, understand the role of social interactions, and develop the skills needed to regulate attention, impulses, and behavior. In addition, they will develop and maintain trusting, healthy, and positive interactions and relationships with both adults and peers.

DRAFT

Essential experiences provide emotional stability and security; promote the development of self-regulation and executive functioning skills; increase social awareness; create positive and enriching opportunities for social exploration, growth, and learning with both peers and adults; and promote the development of collaborative and positive relationships between early educators and families..

■ **Language and Communication Development**

All children from birth through grade 3 will learn how to use sounds, gestures, and language to effectively and creatively express emotions, thoughts, and needs; interact and exchange information with adults, peers, and other individuals; develop knowledge and ideas; and build the skills necessary for reading and writing proficiency (in multiple languages as applicable)..

Essential experiences promote the creation of language- and literacy-rich environments – those that celebrate cultural and linguistic diversity – in the home and community, and these experiences also provide continuous opportunities for expanding vocabulary; engaging in active conversation and storytelling; developing listening skills; and building the skills needed to read, write, and respond to / ask questions in multiple media..

■ **Approaches Toward Play and Learning**

All children from birth through grade 3 will develop curiosity about the world around them and excitement about exploration and learning; increase confidence about their ability to gain knowledge and skills; and build the ability to be proactive, independent, and collaborative learners..

Essential experiences provide opportunities for discovery, problem solving, and the acquisition of knowledge through interesting and interactive activities; promote creativity, cooperativeness, and persistence; and support individualized growth, learning, and multiple pathways to success..

■ **Physical Development and Well-Being**

All children from birth through grade 3 will have access to primary preventive health care and opportunities in their home and learning environments that will enable them to achieve physical developmental milestones as well as gain gross, fine, sensorimotor, and oral motor skills.

Essential experiences promote physical safety; include indoor and outdoor movement and fitness activities; and provide opportunities to develop healthy eating, nutrition, and exercise habits..

All children who demonstrate the identified competencies from birth to grade 3 will have the foundational knowledge, skills, and qualities necessary for continuous academic growth and success. By ensuring that all of our youngest citizens are on the pathway to college, career, and lifelong success, we will ensure the intellectual, civic, and economic prosperity of the Commonwealth...

QRIS CONTINUUM 2014

| | | | | |
|--|--|--|---|--|
| | | | QRIS LEVEL 3 Focused Development | |
| QRIS Roundtable Participation | | | | |
| Reliable Rater Program Assessment | | | | |
| QRIS Health Consultant Site Visit | | | | |
| Individualized Technical Assistance Site Visit | | | | |
| Continuous Quality Improvement Plan | | | | |
| Program Self-Assessment | | | | |
| Expanded Health and Safety Practices | | | | |
| Development of Best Practice and Policy | | | | |
| Measurement Tools | | | | |
| Documentation Review | | | | |
| Formal Professional Development | | | | |
| QRIS Community | | | | |
| Technical Assistance | | | | |
| On-line Orientation for the Level | | | | |
| EEC Licensed Program OR EEC Approved License Exempt Program with Self-Assessment and Evidence of Meeting Requirements OR Public School with Self -Assessment and Evidence of Meeting Requirements | | | | |

What We Know: *Families thrive when protective factors are robust in their lives and communities.*

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children's Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also "promotive" factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

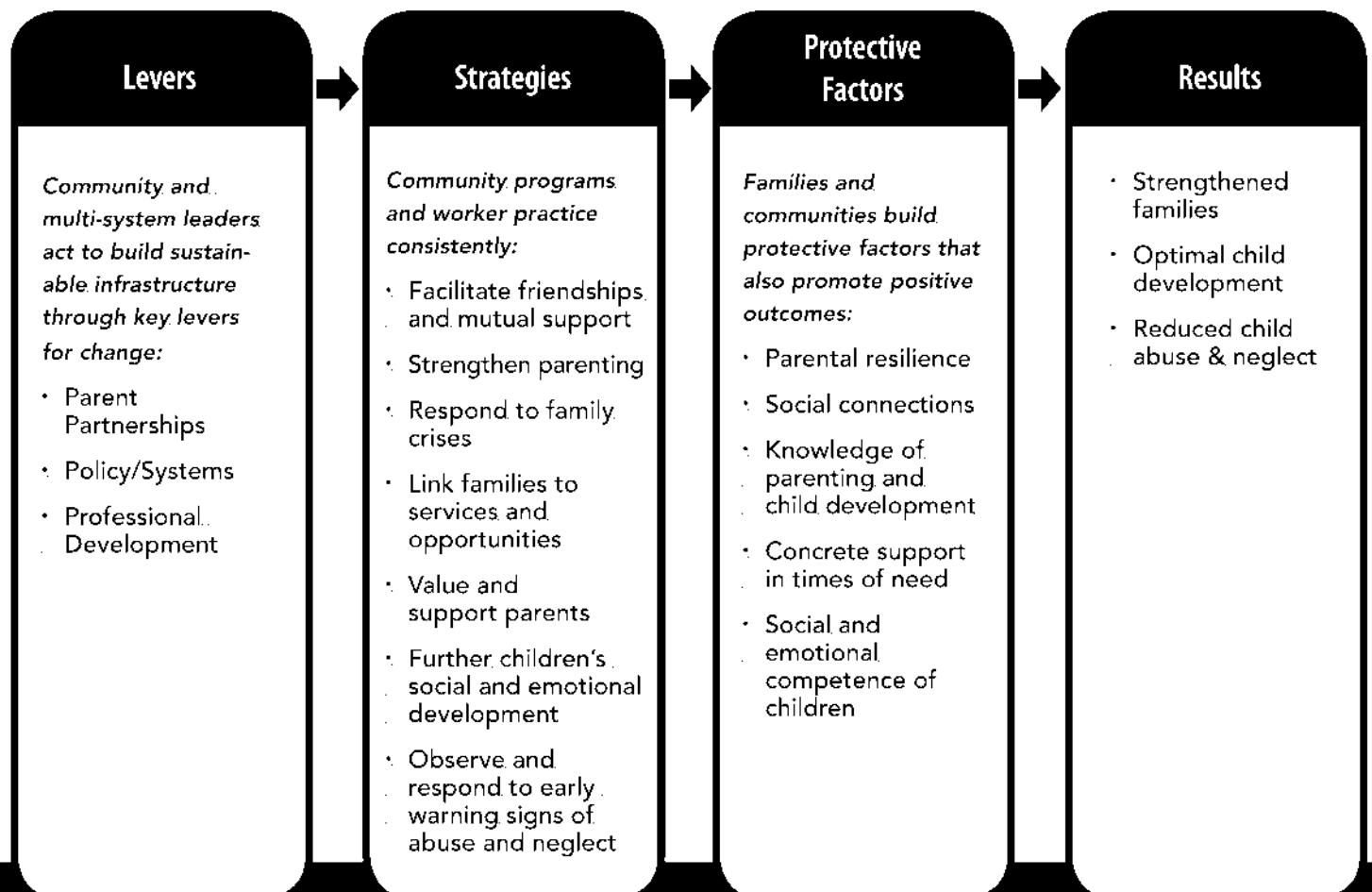
Social and Emotional Competence of Children

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

Mobilizing partners, communities and families
to build family strengths, promote optimal
development and reduce child abuse and neglect

The Strengthening Families Approach

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge



A New Vision

Families and communities, service systems and organizations:

- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for all children, youth and families
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

Appendix B.1.1. A History of MA's Early Learning and Developmental Standards

A brief history. Prior to legislation establishing the Department of Early Education and Care (DEEC) in 2005, the MA Department of Education developed *Guidelines for Preschool Early Learning Experiences* (2003) for teachers and program administrators planning and evaluating a curriculum for young children. These guidelines were created with input from MA public school districts (in particular the Pre K teachers and administrators), three states with highly regarded pre-K standards at the time (Louisiana, Pennsylvania and Connecticut), and leaders from the Massachusetts education community. These Guidelines describe what preschool aged children should know and be able to do in the following domains: English language arts; mathematics; science, technology and engineering; history and social science; health education, and the arts. The Guidelines highlight the importance of individualizing instruction and the inclusion of children with disabilities into integrated classroom settings, and they include guidance for adaptation of curriculum to serve young children with disabilities. They are still widely used across the state, particularly by public and private preschool programs. The Commonwealth continues to provide resources for implementation including professional development opportunities related to and aligned with the *Guidelines for Preschool Early Learning Experiences*.

In 2008, DEEC published *MA Kindergarten Learning Experiences* to provide instructional guidance for kindergarten teachers and paraprofessionals as well as elementary school administrators and specialists. The report is aligned with and presents learning activities for each of the same domains addressed in the DEEC *Guidelines for Preschool Learning Experiences*, and educators are urged to implement activities in the *Preschool Guidelines* when working with children with special developmental or learning needs, with individual children with limited preschool experience, and, in some cases, with children for whom English is not their first language.

In 2010, DEEC published the *MA Early Learning Guidelines for Infants and Toddlers*, developed by the MA Association for the Education of Young Children with an ARRA grant from DEEC. The audience for these guidelines includes parents and early education and care professionals working in partnership. Prior to their publication by DEEC, the infant toddler guidelines were aligned with the preschool guidelines described above. The *Guidelines*:

Appendix B.1.1. A History of MA's Early Learning and Developmental Standards

- Are anchored in a strength-based approach to early learning that recognizes families as children's first teachers and is respectful of the knowledge they have about their own children
- Draw on a decade of early brain research revealing that "...sensitive, responsive care from their parents and other caregivers in the first three years of life helps establish healthy patterns for lifelong learning, lays the foundation for emotional development and helps children develop resiliency to the stresses they may face in the future."
- Emphasize relationship-based practice
- Present information separately for two early periods of development, infancy through 15 months and 12 to 33 months. The overlap in time is intentional, because of individual differences in early development
- Address the following domains: social-emotional development; language and communication; cognitive development; and physical health and well being
- Include extensive information on best practices, including meeting the needs of diverse learners

In 2013, DEEC participated in the development of WIDA's (World-Class Instructional Design and Assessment) *Early English Language Development Standards (E-ELDS)* and adopted them in November of 2013. This was undertaken in recognition of the fact that the number of *Dual Language Learners (DLLs)* has been steadily increasing. Currently, more than one in four MA children under age 6 live in households where a language other than English is spoken. These standards:

- Support dual language learners, ages 2.5 to 5.5 years of age
- Are aligned with the DESE's *English Language Development Standards* for Kindergarten through Grade 12, also developed by WIDA, and adopted in June 2012, as part of the larger Rethinking Equity and Teaching for English Language Initiative
- Are also aligned with the State's Guidelines for Preschool Early Learning Experiences and the Head Start Child Development and Early Learning Framework

In 2014, the state developed Preschool Science, Technology and Engineering (STE) Learning Standards for preschool children from 2 years and 9 months through 5 years old. The standards are developmentally appropriate for children in this age range, and connect to the Science and

Appendix B.1.1. A History of MA's Early Learning and Developmental Standards .

Technology/Engineering Standards for preschool through grade 5. These standards are designed to be used by educators and program administrators in planning and evaluating curriculum. The Department of Early Education and Care worked with The Department of Elementary and Secondary Education to align with the K-12 standards which were being revised.

To demonstrate our commitment to ensuring that the three sets of early childhood standards are used widely and integrated with other early learning programs, we changed our childcare licensing requirements to mandate that programs adhere to the standards. We have also been proactive in trying to ensure that our early learning and development standards recognize diversity and address issues facing children with high needs. In addition, our standards have been used as a foundation for our tiered QRIS to guide curriculum and professional development. This important decision, representing our commitment not only to early education but the importance of aligning the pre-K and K-12 sectors, has been key to creating a continuum of standards-based learning and to the state's goal of creating a truly seamless birth to 20 system.

Early English Language Learner Development Standards

In 2013, DEEC began to implement the Dual Language Learner's School Readiness Statewide Initiative funded by the RTT-ELC. In collaboration with DEEC, state partners, and key stakeholders, the World-Class Instructional Design and Assessment Institute (WIDA) developed the *Early English Language Development Standards Framework*, the first of its kind in the nation. It w describes the developmentally appropriate social and academic language that young DLLs need to process and produce in order to succeed in meeting states' early learning standards.

In November 2013, DEEC adopted WIDA's Early English Language Development Standards Framework (E-ELD) as Massachusetts Guidelines to support DLLs, 2.5-5.5 years age. This *E-ELD Standards Framework* is aligned with DESE's English Language Development (WIDA-ELD) Standards for Kindergarten through Grade 12, also developed by WIDA, and adopted in June 2012. DEEC's *E-ELD Standards Framework* is also aligned with the MA Early Learning Standards and the Head Start's Child Development and Early Learning Framework.

Guidelines for Preschool Learning Experiences

Two years prior to legislation establishing the Department of Early Education and Care (2005), the MA Department of Education developed its *Guidelines for Preschool Early Learning Experiences* for teachers and program administrators planning and evaluating a curriculum for young children. They are still widely used across the state and the Commonwealth continues to provide resources for their implementation including professional development opportunities. These *Guidelines*:

- Describe what preschool aged children should know and be able to do in the following domains: English language arts, mathematics, science, technology and engineering, history and social science, health education and the arts.
- Highlight the importance of individualizing instruction and the inclusion of children with disabilities into integrated classroom settings.
- Include guidance for adaptation of curriculum to serve young children with disabilities.

Kindergarten Learning Experiences

In 2008, DEEC published the *MA Kindergarten Learning Experiences* to provide instructional guidance for kindergarten teachers and paraprofessionals, as well as elementary school administrators and specialists. The report is aligned with and presents learning activities for each of the same domains addressed in the *DEEC Guidelines for Preschool Learning Experiences*.

Early Learning Guidelines for Infants and Toddlers

In 2010, the DEEC published the *MA Early Learning Guidelines for Infants and Toddlers*, developed by the Massachusetts Association for the Education for Young Children (MassAEYC) with an ARRA grant from DEEC. The audience of these guidelines included parents and early education and care professionals working in partnership. The *Guidelines*:

- Are anchored in a strength-based approach to early learning that recognizes families as children's first teachers
- Draw on a decade of early brain research. Information is presented separately for two early periods of development, infancy through 15 months and 12 to 33 months. The overlap in time is intentional, because of individual differences in early development.
- Address the following domains a: social-emotional development; language and communication; cognitive development; and physical health and well-being.
- Are aligned with the *Preschool Guidelines*.

Preschool Science, Technology and Engineering (STE) Learning Standards

In 2014, DEEC developed *Preschool Science, Technology and Engineering*. These standards are designed to be used by educators and program administrators in planning and evaluating curriculum. DEEC worked with the DESE to align them with the K-12 standards.

Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

- test all public school students in Massachusetts, including students with disabilities and English Language Learner students;

Appendix B.1.2. Master Listing of Programs and Initiatives

- measure performance based on the Massachusetts Curriculum Framework learning standards;
- report on the performance of individual students, schools, and districts.

As required by the Education Reform Law, students must pass the grade 10 tests in English Language Arts (ELA), Mathematics and one of the four high school Science and Technology Engineering tests as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements).

In addition, the MCAS program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of the *No Child Left Behind Law* that all students be proficient in Reading and Mathematics by 2014.

Birth-Third (B-3rd) policy agenda

Based on a growing body of research and data, we know that the earliest years of a child's life have critical impact on cognitive, language, and social and emotional development. We know that physical development and well-being are essential to building a strong foundation for learning and growth. In order to ensure the future prosperity of the Commonwealth, we must ensure that all of our youngest citizens, regardless of zip code, have access to enriching learning opportunities and experiences in their homes, communities, and educational environments. We must build a healthy and strong foundation for learning *starting at birth* so that all children will be on the pathway to lifelong success.

In June 2013 Massachusetts was one of six states selected by the National Governors Association (NGA) to participate in a policy academy focused on increasing learning outcomes for children from birth through grade 3. The primary goal of the policy academy is to develop and implement a robust birth through grade 3 standards and assessment *system* by:

- Identifying foundational experiences and essential competencies that will lead to college and career success;
- Enhancing our early learning standards; and
- Exploring developmentally appropriate assessment strategies for birth through kindergarten as well as the early elementary grades

Appendix B.1.2. Master Listing of Programs and Initiatives

Participation in this policy academy has given the Commonwealth an exciting opportunity to develop a comprehensive birth through grade 3 policy agenda – the first of its kind in our state – which will include new strategies to enhance our early learning standards, develop a birth through grade 3 assessment system, enhance educator effectiveness, and provide comprehensive support to children and families. This agenda will build on current initiatives, including Race to the Top Early Learning Challenge and K-12 Race to the Top strategies such as the implementation of pre-K through grade 12 Curriculum Frameworks in English Language Arts and Mathematics, the Kindergarten Entry Assessment system, and new educator evaluation and professional development strategies.

Currently the Massachusetts state team includes representatives from the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), Higher Education (DHE), the Readiness Centers Network (RCN), the CONNECT Higher Education Partnership, and Strategies for Children.

Accomplishments of the NGA Policy Academy work include:

1. Creation of a document entitled *Building the Foundation for College and Career Success from Birth through Grade 3*, which identifies the experiences that lead to essential competencies. This document will guide our efforts to enhance early learning standards, develop new assessment strategies, enhance the effectiveness of our educator workforce, and provide comprehensive support to children and families. In addition, this document is aligned with the Massachusetts Definition of College and Career Readiness, which was adopted by the Board of Elementary and Secondary Education and the Board of Higher Education during the spring of 2013.
2. Creation of a new framework for social and emotional learning and enhancement of early learning standards.
3. Successful statewide conference "Birth through Grade 3 Policy Forum: Developing Strategic Pathways to College and Career Success " which was attended by over 200 educators, community partners, business representatives, and local and state officials.
4. Creation of the new birth through grade 3 website: (www.mass.gov/edu/birththroughgrade3).

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5. Distribution of a revised *Building the Foundation* document as well as online survey to solicit feedback from multiple stakeholders.
6. Creation of the framework for a comprehensive birth through grade 3 policy agenda.

In fall and winter 2014, the state team will implement the following action items:

- Create inventory of current initiatives
- Identify opportunities to increase alignment and coherence among multiple initiatives including the work of the Early Literacy Expert Panel
- Identify policy and other issues that need to be addressed
- Identify issues for further consideration
- Present final framework and proposed short- and longer-term strategies to the Commissioners and Boards of Early Education and Care, Elementary and Secondary Education, and Higher Education and also the Executive Office of Education.

Quality Rating and Improvement System

The Massachusetts Quality Rating and Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early education and afterschool settings. The MA QRIS Standards were developed for all programs and educators that are serving children and youth across Commonwealth's mixed delivery system. The Massachusetts' Licensing Regulations serve as a solid foundation for a set of well-developed QRIS Standards, which are based on child development, early education and afterschool program quality research. To address the unique characteristics of quality found in different types of programs, the QRIS Standards have been customized for Center-based/ School-based programs, Family Child Care, and After School Programs/ Out of School Time programs. All three program types have QRIS standards that support program quality in these five categories:

- QRIS Standard 1: Curriculum and Learning
- QRIS Standard 2: Safe, Healthy Indoor and Outdoor Environments
- QRIS Standard 3: Workforce Qualifications and Professional Development
- QRIS Standard 4: Family and Community Engagement

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- QRIS Standard 5: Leadership, Management and Administration

The MA QRIS Levels begin with Level 1, which requires that a program is either EEC licensed or meets EEC licensing standards. At each level the standards and QRIS measurements are designed to gradually increase towards the full integration of practices known to be indicators of high quality education and care and for each MA QRIS Program Type (Family Child Care Programs, Center and School Age Programs and After School and Out of School Age programs).

Building the Foundation for College and Career Success from Birth

All infants, toddlers, and children in Massachusetts will develop the knowledge, skills, and dispositions that are necessary for college, career, and lifelong success. The Commonwealth has identified essential competencies across the cognitive, social and emotional, linguistic, and physical domains that should be demonstrated by our youngest citizens from birth through grade 3 in order to ensure that they are on the pathway to future success. In order to build a strong foundation for learning and growth, all children must have enriching and stimulating experiences starting at birth; as such, the Commonwealth has also identified essential experiences that will result in the development of these competencies. In 2013, our Board of Elementary and Secondary Education and our Board of Higher Education adopted the Massachusetts Definition of College and Career Readiness, which identified for the first time in the Commonwealth's history the academic knowledge, workforce readiness skills, and essential qualities that students need to demonstrate to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. The essential competencies that are presented in this document are the precursors for the knowledge, skills, and qualities that were identified in the 2013 Definition of College and Career Readiness. Given the critical importance of the early years of a child's life, the Commonwealth will implement new and innovative birth through grade 3 strategies that reflect a growing body of research about early childhood development and also increase alignment between the early education and K-12 sectors. In addition, the Commonwealth's education, social services, and other agencies will work in partnership with educators, parents and family members, community members, and other key

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stakeholders to create healthy, dynamic, and positive environments within which our youngest citizens can thrive.

Learning and Growth Across Multiple Domains

Building a strong foundation for learning and growth requires equal emphasis on all of the domains of early childhood development, acknowledgment of how these domains are interrelated, and recognition of individual abilities, strengths, cultural and linguistic backgrounds, and needs. Children from birth through grade 3 who are on the path to college, career, and lifelong success will build competencies in the following five areas:

- Cognitive Development and General Knowledge;
- Social and Emotional Development;
- Language and Communication Development;
- Approaches Toward Play and Learning; and
- Physical Development and Well-Being.

Essential Competencies and Experiences

All children from birth through grade 3 will demonstrate the following competencies in a developmentally appropriate manner and sequence. These competencies will be the result of continuous access to emotionally and physically safe, culturally and linguistically inclusive, and high-quality learning and play experiences in homes, educational settings, and communities.

Cognitive Development and General Knowledge

All children from birth through grade 3 will learn how to think and reason by interacting with objects, materials, and individuals in their environment. They will develop curiosity and knowledge about the world around them, learn to recognize that they are active contributors to their environment, and continually enhance their ability to acquire and utilize knowledge and skills. Essential experiences promote the active exploration of both physical and social environments; provide opportunities to explore linguistic, artistic and mathematical concepts, including the quantification, classification, and categorization of objects; and promote the exploration of numbers, letters, words, sounds, and stories.

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Social and Emotional Development

All children from birth through grade 3 will develop a positive sense of self and self-efficacy, express a healthy range of emotions in socially and culturally appropriate ways, understand the role of social interactions, and develop the skills needed to regulate attention, impulses, and behavior. In addition, they will develop and maintain trusting, healthy, and positive interactions and relationships with both adults and peers.

Essential experiences provide emotional stability and security; promote the development of self-regulation and executive functioning skills; increase social awareness; create positive and enriching opportunities for social exploration, growth, and learning with both peers and adults; and promote the development of collaborative and positive relationships between early educators and families.

Language and Communication Development

All children from birth through grade 3 will learn how to use sounds, gestures, and language to effectively and creatively express emotions, thoughts, and needs; interact and exchange information with adults, peers, and other individuals; develop knowledge and ideas; and build the skills necessary for reading and writing proficiency (in multiple languages as applicable). Essential experiences promote the creation of language- and literacy-rich environments – those that celebrate cultural and linguistic diversity – in the home and community, and these experiences also provide continuous opportunities for expanding vocabulary; engaging in active conversation and storytelling; developing listening skills; and building the skills needed to read, write, and respond to / ask questions in multiple media.

Approaches Toward Play and Learning

All children from birth through grade 3 will develop curiosity about the world around them and excitement about exploration and learning; increase confidence about their ability to gain knowledge and skills; and build the ability to be proactive, independent, and collaborative learners. Essential experiences provide opportunities for discovery, problem solving, and the acquisition of knowledge through interesting and interactive activities; promote creativity, cooperativeness, and persistence; and support individualized growth, learning, and multiple pathways to success.

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Physical Development and Well-Being

All children from birth through grade 3 will have access to primary preventive health care and opportunities in their home and learning environments that will enable them to achieve physical developmental milestones as well as gain gross, fine, sensorimotor, and oral motor skills. Essential experiences promote physical safety; include indoor and outdoor movement and fitness activities; and provide opportunities to develop healthy eating, nutrition, and exercise habits. All children who demonstrate the identified competencies from birth to grade 3 will have the foundational knowledge, skills, and qualities necessary for continuous academic growth and success. By ensuring that all of our youngest citizens are on the pathway to college, career, and lifelong success, we will ensure the intellectual, civic, and economic prosperity of the Commonwealth.

Universal Pre-Kindergarten

One of the many grant programs the department uses to improve the quality of programming for children in the Commonwealth is the Universal Pre-Kindergarten (UPK) Grant. It is a grant that is awarded to programs across the mixed-delivery system and aids in our efforts to improve the quality of child care programs regardless of zip code. This annual grant is awarded to pre-school programs who continue to:

- Promote the early learning guidelines to support school readiness and positive outcomes for children participating in UPK classrooms and homes;
- Support and enhance the quality of services for children in UPK classrooms and family child care homes, especially for high needs children and/or children living in underperforming school districts;
- Maximize parent choice by ensuring participation from all program types within a mixed public and private service delivery system;
- Use child evidence-based formative assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice through individualized teaching; and
- Inform the longer-term implementation of a program of universally accessible, high-quality early childhood education.

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For FY14, there were two UPK grants issued: (1) a renewal grant and (2) an open competitive grant. The renewal grant was posted on May 13, 2013 and approximately \$(b)(4) was allocated to fund the (b)(4) existing UPK programs. The open competitive grant was posted on November 21, 2013 and approximately \$(b)(4) was allocated to fund preschool programs that are not currently participating in UPK.

MA Early Learning and Development Assessment System (MELD)

The design and implementation of the MELD Assessment System will measure, influence, and improve a child's growth and development outcomes from birth to grade three. Massachusetts' Coordinated Family and Community Engagement (CFCE) grantees, early education programs, and public school classrooms will support the alignment of a seamless assessment system and the healthy development of children and their families at different points along the assessment continuum.

MA Kindergarten Entry Assessment System

The Massachusetts Kindergarten Entry Assessment (MKEA) is currently implemented in 175 districts across the state. Massachusetts uses the formative assessment tool Teaching Strategies Gold and has supported broad training to support teaching and administrators in gaining the skills and knowledge needed to effectively use formative assessment in their classrooms. Through the RTTT-ELC MA has made great strides in developing a KEA that is:

- 1) Aligned with and reflective of the state's broader Birth Through Third Grade vision as defined in *Building the Foundation for College and Career Success for Children from Birth Through Third Grade* and the state's early learning standards.
- 2) Developmentally appropriate in approach and supportive of diverse learners allowing children to demonstrate their knowledge in an authentic manner.
- 3) Able to inform instructional practice, encouraging the integration of key experiences children need as they build skills in areas of essential competencies.
- 4) Aligned with assessment used in early learning environments across ages.

DEEC Advisory Council

Pursuant to MGL Ch. 15D, there is a state advisory council on early education and care, the members of which represent a reasonable geographic balance and reflect the diversity of the commonwealth in race, ethnicity, gender and sexual orientation. All appointees have a special expertise or interest in high quality early childhood education and care and represent a mix of representatives of the early childhood community, the civic, labor, and business communities, academics, parents, teachers, social service providers, and health care providers. The advisory council may review and offer comments on any rules or regulations before promulgation by the board, and may, from time to time, make recommendations to the board that it considers appropriate for changes and improvements in early education and care programs and services.

EEC's Advisory Council has meets in its entirety four times a year annually. Expertise groups also meet between each full Advisory meeting in order to maximize focused, relevant and in-depth conversations with multiple stakeholder types. The following six expertise groups meet:

1. Agencies with Vendor/Contract Relationship;
2. Legislators;
3. Business/Civic;
4. Higher Education;
5. State Associations; and
6. K-12 Linkages.

Coordinated Family and Community Engagement: CFCE grantees serve as a community-based, information and resource hub for all families in order to increase their knowledge of and accessibility to high-quality early education and care programs and services for children birth through age eight. CFCE grantees maintain up-to-date comprehensive resource information, such as, mental health consultation, supports for families in crisis, resources for child medical screenings and assessments, supports for basic needs, and children's activities at libraries and museums.

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Educator Provider Support: EPS grantees are the main infrastructure that Massachusetts utilizes to provide access to professional development opportunities; they are the state's primary vehicle through which early educators gain access to effective professional development opportunities, including providing credit-bearing coursework, and support services including technical assistance, coaching and mentoring.

Readiness Centers further support professional development and improve alignment across Massachusetts' education entities birth - 20 years old. They are operated by regional consortia of partners, which include public and private institutions of higher education, school districts, early education and out-of-school-time providers, educational collaboratives, non-profit organizations, business, and community.

Early Childhood Resource Centers (ECRCs) throughout the Commonwealth to provide access to early education programming, materials, and resources to families and early education and care programs statewide by collaborating with public libraries in the Commonwealth. By leveraging the existing capacity of the public library circulation system, ECRCs create broad access to early education resources for families and early education and care programs in the mixed delivery system.

K-12 Chapter 70

Chapter 70 education aid is the Commonwealth's primary program for distributing its portion of K-12 public education funding to the state's 328 local and regional school districts. The Chapter 70 formula aims to ensure that each school district has sufficient resources to provide an adequate education for all of its students, taking into account the ability of each local government to contribute. In short, the formula is designed to have an equalizing effect, with less wealthy districts receiving more state aid than wealthier ones.

Preschool Science, Technology and Engineering (STE) Learning Standards for Preschool

The Pre-K Science and Technology/Engineering Standards (STE) are based on the Next Generation Science Standards. The Pre-K (STE) standards for preschool children, ages 2 years and 9 months through 5 years old, are the highest quality early learning and development standards for

Appendix B.1.2. Master Listing of Programs and Initiatives

young children that articulate multi-domain expectations for children's growth and support continuity in early education from birth through kindergarten. . At the same time, these early learning and development standards will provide a foundation for creating learning and growth opportunities for children across all communities and families and across both informal and formal environments.

Brain Building in Progress Campaign

The Brain Building in Progress campaign is a public/private partnership of the Massachusetts Department of Early Education and Care, United Way of Massachusetts Bay and Merrimack Valley and a growing community of early education and child care providers, academic researchers, business leaders and individuals. Our mission is to raise awareness of the critical importance of fostering the cognitive, social, and emotional development of young children by emphasizing future impact on economic development and prosperity for everyone in Massachusetts. We welcome the business, education, and policy-making communities, as well as members of the media, to be part of this crucial venture. By giving a strong start to our youngest citizens, we create a stronger, more prosperous future for all.

MCAS Scores 2014

| 2014 MCAS | | Proficient or Higher | | Advanced | | Proficient | | Needs Improvement | | Warning/ Failing | | Included | CPI |
|-------------|-------------------------------|----------------------|-------|----------|-------|------------|-------|-------------------|-------|------------------|-------|----------|------|
| District | Grade and Subject | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE | | |
| Springfield | GRADE 03 - READING (2013) | 35 | 57 | 4 | 12 | 31 | 45 | 50 | 38 | 15 | 5 | 1,913 | 72.7 |
| Springfield | GRADE 03 - READING (2014) | 37 | 57 | 5 | 12 | 33 | 45 | 44 | 33 | 15 | 10 | 1,919 | 72.1 |
| Springfield | GRADE 03 - MATHEMATICS (2013) | 20 | 65 | 15 | 31 | 33 | 35 | 25 | 22 | 15 | 11 | 1,912 | 75.1 |
| Springfield | GRADE 03 - MATHEMATICS (2014) | 22 | 65 | 15 | 31 | 37 | 35 | 25 | 21 | 15 | 11 | 1,920 | 75.4 |
| Lowell | GRADE 03 - READING (2013) | 37 | 57 | 5 | 12 | 32 | 45 | 45 | 35 | 15 | 5 | 1,253 | 73.1 |
| Lowell | GRADE 03 - READING (2014) | 42 | 57 | 5 | 12 | 34 | 45 | 42 | 33 | 15 | 10 | 1,244 | 73.6 |
| Lowell | GRADE 03 - MATHEMATICS (2013) | 55 | 65 | 20 | 31 | 35 | 35 | 27 | 22 | 14 | 11 | 1,251 | 80.5 |
| Lowell | GRADE 03 - MATHEMATICS (2014) | 50 | 65 | 20 | 31 | 41 | 35 | 24 | 21 | 15 | 11 | 1,242 | 80.9 |
| Lawrence | GRADE 03 - READING (2013) | 23 | 57 | 2 | 12 | 27 | 45 | 53 | 35 | 15 | 5 | 1,255 | 69.2 |
| Lawrence | GRADE 03 - READING (2014) | 25 | 57 | 3 | 12 | 25 | 45 | 47 | 33 | 24 | 10 | 1,252 | 66 |
| Lawrence | GRADE 03 - MATHEMATICS (2013) | 35 | 65 | 15 | 31 | 37 | 35 | 25 | 22 | 15 | 11 | 1,257 | 77.7 |
| Lawrence | GRADE 03 - MATHEMATICS (2014) | 45 | 65 | 24 | 31 | 35 | 35 | 27 | 21 | 15 | 11 | 1,271 | 79.3 |
| Boston | GRADE 03 - READING (2013) | 30 | 57 | 4 | 12 | 25 | 45 | 50 | 35 | 15 | 5 | 4,123 | 70.6 |
| Boston | GRADE 03 - READING (2014) | 35 | 57 | 5 | 12 | 31 | 45 | 45 | 33 | 20 | 10 | 4,200 | 71 |
| Boston | GRADE 03 - MATHEMATICS (2013) | 47 | 65 | 15 | 31 | 31 | 35 | 21 | 22 | 25 | 11 | 4,101 | 72.5 |
| Boston | GRADE 03 - MATHEMATICS (2014) | 53 | 65 | 15 | 31 | 33 | 35 | 27 | 21 | 20 | 11 | 4,214 | 75.1 |
| Holyoke | GRADE 03 - READING (2013) | 11 | 57 | 1 | 12 | 10 | 45 | 54 | 35 | 32 | 5 | 357 | 57.7 |
| Holyoke | GRADE 03 - READING (2014) | 15 | 57 | 2 | 12 | 13 | 45 | 45 | 33 | 37 | 10 | 355 | 55.7 |
| Holyoke | GRADE 03 - MATHEMATICS (2013) | 25 | 65 | 7 | 31 | 21 | 35 | 37 | 22 | 35 | 11 | 400 | 62 |
| Holyoke | GRADE 03 - MATHEMATICS (2014) | 31 | 65 | 7 | 31 | 24 | 35 | 35 | 21 | 35 | 11 | 354 | 61.1 |

**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum:

| Federal Definition of "High-Quality Preschool Program." | MA Licensing Regulations (606 CMR 7.00) | Quality Rating and Improvement System (QRIS) | | | | Universal Pre-Kindergarten Grant |
|---|--|--|---|----------------------------|---|---|
| | | | | Family Child Care Criteria | | |
| | | Center-based Criteria | | | | |
| | | Criterion # | Language | Criterion # | Language | |
| High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials. | <ul style="list-style-type: none"> 606 CMR 7.09(15)(a)-(g) - indicators in FCC. 606 CMR 7.09(16)(a)-(c) - small group and school age child care. 606 CMR 7.09(18)(a)-(d) - large group and school age child care. | 38.3.1 | 75 percent of classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day. | 3A.3.1 | At least one educator, that works the full program day, meets the requirements of Level 2, and has CDA, (or higher i.e. Associate's degree or Bachelor's degree) with 15 college credits in early childhood education, child development, and/or special education. | UPK Grantees are required to Level 3 in QRIS. As part of this requirement, Center-based programs need to have 75% of the classrooms with teachers with BA's and FCC's need to have a CDA or higher with 15 college credits in early childhood education, child development, and/or special education. |
| High-quality professional development for all staff. | <ul style="list-style-type: none"> 606 CMR 7.09(15)(f) - educators in FCC. 606 CMR 7.09(16)(c) - small group and school age child care. 606 CMR 7.09(18)(d) - large group and school age child care programs. | | | | | UPK Grantees are required to provide support high quality professional development opportunities for their staff members. |
| A child-to-instructional staff ratio of no more than 10 to 1. | <ul style="list-style-type: none"> 606 CMR 7.10(11-19) - applies to all program types. | | | | | The teacher:child ratio can range from 1:7 to 1:10, and class size is based upon the number of children with disabilities enrolled in the session, per state special education regulations. |
| A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition. | <ul style="list-style-type: none"> 606 CMR 7.10(9) - large group and school age child care | | | | | The maximum class size is 20 children. |
| A full-day program. | | | | | | UPK Grantees are required to provide access to full-day, full-year services for working families. |

**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

| | | | | |
|--|---|---|---|--|
| Inclusion of children with disabilities to ensure access to and full participation in all opportunities; | <ul style="list-style-type: none"> ● 606, CMR 7.02 - Definitions - applies to all program types. ● 606, CMR 7.04(1d) - Children with Disabilities - applies to all program types. ● 606, CMR 7.04(18) - Transitions - large group and school age child care programs. ● 606, CMR 7.05(1)-18) - Interactions Among Adults and Children - applies to all program types. ● 606, CMR 7.06(1)-15) - Curriculum and Progress Reports - applies to all program types. | <p>1A.3.3. Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains.</p> <p>5A.2.2 Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g., curriculum content, strategies for improved staff implementation, and professional development.</p> | 1A.2.2 Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment. | <p>From the LPK Purpose Section of the Grant, it states the following:</p> <ul style="list-style-type: none"> ● "Support and enhance the quality of services for children in LPK classrooms and family child care homes, especially for high needs children, and/or children living in underperforming school districts." ● "Identify and provide support for 'high needs children.'" <p>The LPK Grant requires that all programs must demonstrate that they serve "high needs children."</p> <p>"High needs children" is defined as children who have two or more risk factors linked to poor school and life outcomes:</p> <ul style="list-style-type: none"> ● Children and parents with special needs: <ul style="list-style-type: none"> ■ Children whose home language is not English; ■ Families and children involved with multiple state agencies; ■ English language learners; ■ Recent immigrants; ■ Children with parents who are deployed and are not living on a military base; ■ Low-income households; ■ Parents with less than a high school education; and ■ Children who are homeless or move more than once a year. |
| Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry. | <ul style="list-style-type: none"> ● 606, CMR 7.05(1)-12) - applies to all program types. ● 606, CMR 7.08(2) - Parent Communication - applies to all program types. | <p>1A.2.2. Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.</p> <p>1A.3.4. Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children.</p> <p>4A.2.1. Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement.</p> <p>4A.2.3.</p> | <p>1A.2.3 Materials reflect the language and culture of the children being served in the family child care home, their communities, and represent the diversity of society.</p> <p>4A.2.2 Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings.</p> <p>4A.2.5 Educator completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement.</p> | <p>The LPK Purpose Section states the following: "Promote the early learning guidelines to support school readiness and positive outcomes for children participating in LPK classrooms and homes."</p> <p>All LPK programs must provide a developmentally appropriate program as evidenced by use of:</p> <ul style="list-style-type: none"> ● <i>Early Childhood Program Standards for Three and Four Year Olds</i>, and the |

¹ The use of Early Childhood Program Standards for Three and Four Year Olds does not apply to family child care educators.

**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

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|---------|---|---------|--|---|
| | Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community and are given to prospective families. | 4A.3.2. | Educator has developed informational materials on the program that are in the language of the community, are available for use in the community and are given to prospective families. | <p><i>Massachusetts Frameworks for Math and Literacy,</i></p> <ul style="list-style-type: none"> <i>Guidelines for Preschool Learning Experiences, and,</i> <i>One of the 3 EEC-approved formativ assessment tools:</i> <ul style="list-style-type: none"> Work Sampling System High Scope CDR Teaching Strategies GOLD |
| 4A.2.4 | Program maintains ongoing communication with the school/early intervention program, CFCE grantee, mental health providers to facilitate collaboration and coordination of services that support children and families. Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. | 4A.3.3. | Educator participates in local community group work that is related to early childhood, cultural groups served by the program and/or family support. | |
| | | 4A.4.1 | Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. | |
| 4A.3.2. | Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between the program and families. | 4A.4.2 | Educator provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). | |
| 4A.3.3 | Program representative(s) participate in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. | 4A.4.3 | Educator either directly or through a system or network (i.e., CFCE grantee) has written collaborative agreements with early intervention programs, the local LEA, mental health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. | |
| 4A.3.4. | Program provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). | 5A.2.3 | FCC has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. | |
| 4A.4.2. | Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. | | | |
| 4A.4.3 | Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. | | | |

PR/Award # S419B150023

**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

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|---|---|--------|---|--------|--|---|
| Individualized accommodations and supports so that all children run across, and participate fully in learning activities; | <ul style="list-style-type: none"> 606 CMR 7.04(13) - Children with Disabilities - applies to all program types. 606 CMR 7.04(18) - Transitions - large group and school age child care programs 606 CMR 7.05(1)-(18) - Interactions Among Adults and Children - applies to all program types. 606 CMR 7.06(1)-(15) - Curriculum and Progress Reports - applies to all program types. | 5A.2.2 | Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g., curriculum content, strategies for improved staff implementation, and professional development). | | | |
| | | 1A.2.2 | Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society. | 1A.2.3 | Materials reflect the language and culture of the children being served in the family child care home, their communities, and represent the diversity of society. | <p>The LPPK Purpose Section states the following with respect to differentiated instruction:</p> <ul style="list-style-type: none"> "Use child problem-related formative assessment systems/tools to ensure that programs are effectively measuring children's progress across all developmental domains and using this information to inform practice through individualized teaching." "Enhance the program's ability to interpret and use formative assessment data to individualize teaching and improve program quality." "Purchase hardware, software, or training to fully implement the electronic component of the curriculum and/or formative assessment tool currently in use." |
| | | 1A.3.4 | Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children. | 4A.2.2 | Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings. | |
| | | 4A.2.1 | Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. | 4A.2.5 | Educator completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. | |
| | | 4A.2.3 | Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community and are given to prospective families. | 4A.3.2 | Educator has developed informational materials on the program that are in the language of the community, are available for use in the community and are given to prospective families. | |
| | | 4A.2.4 | Program maintains ongoing communication with the school/early intervention program, CFCE grantee, mental health providers to facilitate collaboration and coordination of services that support children and families. Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. | 4A.3.3 | Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support. | |
| | | 4A.3.2 | Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between the program and families. | 4A.4.1 | Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. | |
| | | | | 4A.4.2 | Educator provides or connects families to education, training, and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). | |
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**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

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| Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; | 606 CMR 7.04(17)(i), Personnel Policies, Additional Requirements for Small Group and School-Age and Large Group and School-Age Child Care. | 4A.3.3. | Program representative(s) participate in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. | 4A.4.3. | Educator either directly or through a system or network (i.e., CFCE grantee) has written collaborative agreements with early intervention programs, the local LHA, mental health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. |
| | | 4A.3.4. | Program provides or connects families to education, training, and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). | 5A.7.3. | FCC has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. |
| | | 4A.4.2. | Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. | | |
| | | 4A.4.3. | Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. | | |
| | | 5A.2.2. | Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g., curriculum content, strategies for improved staff implementation, and professional development). | | |
| | | 5A.2.4. | Staff are paid for planning time. | 5B.3.2. | Through a FCC system, mentor, or network of peer support, educators regularly participate in activities that support their career development through the use of a career ladder. |
| | | 5A.7.5. | Program has policies that support teacher retention. | | |
| | | 5A.3.5. | Program tracks and monitors teacher turnover and has plan for addressing turnover. | 5B.4.2. | Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator. |
| | | 5B.3.7. | | | All LUPK programs must provide a competitive compensation package for paid teachers. Programs demonstrate that they provide competitive compensation packages for lead teachers by scoring a 5 or higher on either the Program Administration Scale (PAS) for center-based programs or the Business Administration Scale (BAS) for family child care programs. |
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**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

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| | | Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PO reimbursement or retirement plan option). | 5B.4.3. | Either directly or through a system or network, the educator(s) has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder. | |
| | | 5B.3.4 The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor, to monitor progress towards career goals). | | | |
| | | 5B.3.5 Staff salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education. | | | |
| | | 5B.4.1 Program offers a benefit package that includes vacation, sick time, and health insurance. | | | |
| | | 5B.4.4 Program has an incentive program that rewards each educator that achieves the next step on the career ladder. | | | |
| Program evaluation to ensure continuous improvement; | | 5A.3.2 Program director, staff, and family input is solicited on an annual basis through a survey to evaluate the program. | 5A.3.1. | educators and family input are solicited on an annual basis through a survey to evaluate the program and results are used to develop a comprehensive written program improvement plan. | LPK Grantees are required to do the activities listed to the left. |
| | | 5A.3.3 Results of the annual survey are used to develop a comprehensive written program improvement plan. | | | |
| | | 5A.3.4 Program has an annual review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise. | 5A.3.2. | FCC has a written plan that addresses alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home or in the case of an emergency. | |
| | | 5A.3.5 Program tracks and monitors teacher turnover and has plan for addressing turnover. | | | |
| On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; | 606 CMR 7.04(17)(b) Plan for Referral Services small group and school age and large group and school age child care. | 4A.4.2 Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. | 4A.4.3 | Educator either directly or through a system or network (i.e. CFCE grantee) has written collaborative agreements with early intervention programs, the local LHA, mental health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and | All LPK programs must demonstrate pre-kindergarten to third grade alignment with the school district(s) in which they are located. |

**Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked**

| <p>• 606 CMR 7.07(15) - applies to all program types</p> | | | <p>...duries of each entity, supporting children and families.</p> |
|--|---|--|--|
| <p>Evidence based health and safety standards.</p> <p>• 606 CMR 7.07(1) (14) - Physical Facility Requirements - applies to all program types</p> <p>• 606 CMR 7.07(15) - Additional Requirements for FCC Programs.</p> <p>• 606 CMR 7.07(16) - Additional Requirements for Small Group and School Age and Large Group and School Age Child Care Programs.</p> <p>• 606 CMR 7.09(11)-(13) - Health Requirements for Educators - applies to all program types</p> <p>• 606 CMR 7.09(14) - Current Health Statement - applies to all program types.</p> <p>• 606 CMR 7.11(1)-(16) - Health and Safety - applies to all program types.</p> <p>• 606 CMR 7.11(17) - Additional Requirements for FCC Programs</p> <p>• 606 CMR 7.11(18) - Additional Requirements for Small Group and School Age and Large Group and School Age Child Care.</p> <p>• 606 CMR 7.12(1)-(14) - Nutrition and Food Service - applies to all program types</p> <p>• 606 CMR 7.12(15) - Additional Requirements for Small Group and School Age and Large</p> | <p>2A.2.1.</p> <p>.</p> <p>2A.2.2</p> <p>.</p> <p>2A.3.1.</p> <p>.</p> <p>2A.3.2.</p> <p>.</p> <p>2A.3.3</p> <p>.</p> <p>2A.4.1.</p> <p>.</p> | <p>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation.</p> <p>.</p> <p>Demonstrates healthy, safe and clean indoor and outdoor environments.</p> <p>.</p> <p>Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families</p> <p>.</p> <p>Staff are trained in how to work with children with special diets, allergies and specialized feeding issues.</p> <p>.</p> <p>Demonstrates healthy, safe and clean indoor and outdoor environments.</p> <p>.</p> <p>Program demonstrates stimulating indoor and outdoor environments that provides access to sinks in the classroom.</p> <p>.</p> | <p>2A.2.1.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>2A.2.2.</p> <p>.</p> <p>Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program</p> <p>.</p> <p>2A.3.1.</p> <p>.</p> <p>FCC demonstrates quality indoor and outdoor environments that includes access to space for indoor gross motor activities.</p> <p>.</p> <p>2A.3.2.</p> <p>.</p> <p>FCC ensures all children have access to a developmental screening within 45 days of enrollment using a valid and reliable tool, refer them to appropriate services, and maintain necessary records.</p> <p>.</p> <p>2A.3.3.</p> <p>.</p> <p>Educator is trained in how to work with children with special diets, allergies and specialized feeding issues.</p> <p>.</p> <p>FCC demonstrates stimulating indoor and outdoor environments.</p> <p>2A.4.1.</p> <p>.</p> |

Appendix B.4.1. Preschool Development Grants Competition - Expansion Grants
MA Quality Standards Cross Walked

Group and School Age
 Child Care.
 • 600 CMR 7.13(1) (G)
 Transportation - applies
 to all program types.

Appendix B.4.2. UPK Criteria

Taken from UPK FY15 Grant RFR

I. UPK Grant Eligibility:

In order to be eligible to receive UPK funding, state preschool programs must satisfy the following twelve criteria:

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| 1 | All programs must be “ <u>Self-Assessed – Final Submitted</u> ” at a level 3 or above in the Massachusetts QRIS Program Manager. |
| 2 | All programs must be EEC Licensed or License-Exempt. |
| 3 | All programs must also have an income-eligible contract, and/or voucher agreement in place and be willing to accept EEC-subsidized or low-income children.[1] |
| 4 | All programs must provide access to full-day, full-year services for working families. |
| 5 | All programs must provide a developmentally appropriate program.[2] |
| 6 | All programs must have current accreditation or a non-expired Child Development Associate (CDA) credential or higher for family child care educators (AA, BA, or Master’s degree). |
| 7 | All classrooms for which an applicant is seeking UPK funding must be serving preschool-aged children (age 2 years 9 months to kindergarten eligible in the community in which they live).. |
| 8 | All programs must satisfactorily complete and submit all prior year data assessment reports.. |
| 9 | All programs must demonstrate that they serve “high needs children.”[3] |
| 10 | All programs must provide screening and/or formative assessment scores for each child in the classroom.. |

Appendix B.4.2. UPK Criteria

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| 11. | All programs must provide a competitive compensation package for lead teachers.[4] |
| 12 | All programs must demonstrate pre-kindergarten to third grade alignment with the school district in which they are located. |

II. UPK Grantee's Required Services:

Applicants must provide the following services with the grant funds they are awarded:

1. UPK Grant Funds: . UPK funds must continue to be used to support quality improvement activities that lead to the following:

- Increase staff compensation;
- Lower staff/child ratios and/or decrease class/group size;
- Enhance the program's ability to interpret and use formative assessment data to individualize teaching and improve program quality;
- Purchase hardware, software, or training to fully implement the electronic component of the curriculum and/or formative assessment tool currently in use;
- Enhance developmentally appropriate practice and instructional support;[5]
- Provide new staff professional development opportunities and/or support staff attainment of credentials or degrees;
- Incorporate additional comprehensive services into the program to meet the diverse learning needs of children and their social-emotional, behavioral, and/or physical health needs;
- Support ongoing accreditation or reaccreditation activities;
- Support implementation of QRIS standards;
- Enhance current or provide new family engagement opportunities;
- Enhance current or provide new transitional supports to children moving to/from other programs or to kindergarten;
- Provide or facilitate access to full-day, full-year services for working families; and/or
- Identify and provide support for "high needs children."

2. Quality Rating and Improvement System (QRIS):

- Continue to support program activities that maintain and/or enhance upward mobility in EEC's QRIS Program Manager.
- Continue to ensure that all of the required measurement tools are completed and all of the required documentation is attached to their online applications in EEC's QRIS Program Manager for Level 3 or higher.
- Agree to allow EEC's Program Quality Specialists to conduct technical assistance site visits to review documentation and to conduct environment rating assessment observations per the requirements of Level 3 in QRIS.
- Agree to allow an outside reliable rater to conduct an on-site environment rating assessment of the program by use of the ECERS or FCCERS per the requirements of Level 4 in QRIS.

3. Professional Qualifications (PQ) Registry:

Continue to ensure that all program staff, along with their respective titles, be registered in EEC's PQ Registry. Programs must ensure that no staff members are in an "expired" status. All staff members must have "Active" PQ Registry IDs.

4. Student Formative Assessment Reporting:

- Continue to enter formative assessment data for each child participating in the designated UPK classroom(s) per the deadlines articulated in the Reporting Section of this Grant Application.
- If programs do not currently have the capacity to enter formative assessment data electronically, FY2015 funds must be prioritized for this purpose. The electronic component of the assessment systems involves purchasing, receiving training in, and implementing one of the following: Work Sampling System, High Scope Child Observation Record, or Teaching Strategies GOLD.

5. Student/Classroom Information Reporting:

- Continue to provide EEC with information as to the risk factors associated with the identified "high needs children" per the requirements articulated in the Reporting Section of this Grant Application.

Appendix B.4.2. UPK Criteria

- Continue to provide EEC with information as to the total number of "high needs children" that are participating in the designated UPK classroom(s) per the requirements articulated in the Reporting Section of this Grant Application.
- Provide EEC with the demographic information for each student participating in the designated UPK classroom(s) per the requirements articulated in the Reporting Section of this Grant Application.

6. Brain Building in Progress:

Continue to incorporate the approved tagline for the Brain Building in Progress initiative. (For specific info/language, contact Kathleen Hart at kathleen.hart@state.ma.us).

Quality Rating and Improvement System (QRIS)

List of Measurement Tools

Measurement Tools: Environment Rating Scale (ERS)

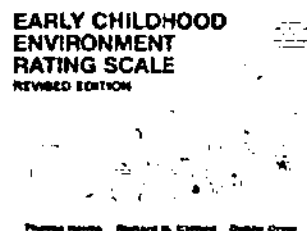
Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R)



ITERS-R is a revision of the original ITERS, designed to assess center-based child care programs for infants and toddlers up to 30 months of age. The scale consists of 39 items organized into 7 subscales. This resource is also available Spanish.

The MA QRIS is using the ITERS-R as a measurement tool for all center-based/ school-based programs that serve infants and toddlers at Level 2, Level 3, and Level 4. For updates and additional clarifications for the ITERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

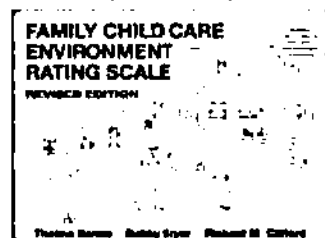
Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)



ECERS-R is designed to assess group programs for children in preschool through kindergarten, and ages 2½ through 5. The scale consists of 43 items. This resource is also available Spanish.

The MA QRIS is using the ECERS-R as a measurement tool for all center-based/ school-based programs serving preschool-age children at Level 2, Level 3, and Level 4. For updates and additional clarifications for the ECERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

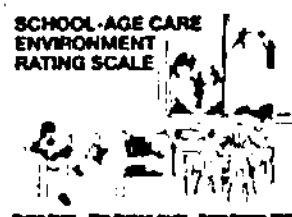
Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R)



FCCERS-R is designed to assess family child care programs conducted in a provider's home for children from infancy through school-age. This resource is also available Spanish.

All family child care homes participating in QRIS are required to use FCCERS-R as a measurement tool at Level 2, Level 3, and Level 4. For updates and additional clarifications for the FCCERS-R, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

The School-Age Care Environment Rating Scale (SACERS)



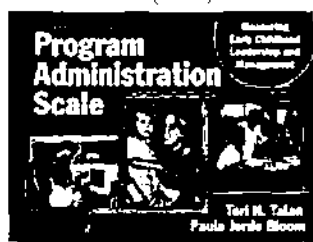
SACERS is a scale designed to assess group-care programs for children of school age, 5 to 12.

The MA QRIS is using the SACERS as a measurement tool for all After school/ Out of School Time programs participating in QRIS at Level 2, Level 3, and Level 4. For updates and additional clarifications for the SACER, visit the Frank Porter Graham Child Development Institute website <http://ers.fpg.unc.edu/>

Measurement Tools:

Program Administration Scale

(PAS)



PAS is a reliable and easy-to-administer tool designed to assess quality in ten areas: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.

The MA QRIS is using the PAS as a measurement tool which is required for all center-based/ school-based programs participating in QRIS at Level 2, Level 3, and Level 4. For more info about PAS:

<http://cecl.nl.edu/evaluation/pas.htm>

Business Administration Scale

(BAS)



BAS is a reliable tool for measuring the overall quality of business and professional practices in family child care settings. When used with FCCERS-R these instruments provide a comprehensive picture of the quality of the family child care learning environment and the business practices that support the program.

The BAS is required for all family child care homes participating in QRIS at Level 2, Level 3, and Level 4. For more info about BAS:

<http://cecl.nl.edu/evaluation/bas.htm>

The Assessing Afterschool Program Practices Tool

(APT)



APT is designed for programs serving children from kindergarten through middle school. It includes two tools. The APT Observation Tool (APT O) focuses on observable program practices; and the APT Program Questionnaire (APT Q), a self-assessment tool which examines other aspects of program quality, such as program planning and connections with schools and parents.

In the MA QRIS the APT is required for all Afterschool / Out-school Time programs participating in QRIS. For more info about APT:

<http://www.niost.org/content/view/full/1652/282/>

Strengthening Families Program Self-Assessment



Strengthening Families Self-Assessment offers tools to help programs make small but significant changes in their day-to-day practice to build Protective Factors with families. Structured around the Strengthening Families Program Strategies, the tool also includes surveys to gauge changes in behaviors and attitudes among parents and staff in programs doing Strengthening Families.

Strengthening Families Program Self Assessment should be used by all programs participating in QRIS at Level 2. For more info about the Strengthening Families Self Assessment Tools:

http://www.strengtheningfamilies.net/index.php/online_resources/guide_assess/category/self-assessment/

Measurement Tools: Teacher-Child Interactions and Relationships

- * Programs and FCCs participating in QRIS should select one of the tools below

Arnett-Caregiver Interaction Scale (Arnett/ CIS)

Arnett-Caregiver Interaction Scale has 26 items and is designed to measure the emotional tone, discipline style, and responsiveness of the caregiver in the classroom. The items are usually organized into the following four sub-scales: (1) positive interaction (warm, enthusiastic, and developmentally appropriate behavior), (2) punitiveness (hostility, harshness, and use of threat), (3) detachment (uninvolvement and disinterest), and (4) permissiveness.

The Arnett should be completed for each individual educator and may be downloaded as a PDF is through EEC website. **Download: Arnett PDF**

The Classroom Assessment Scoring System (CLASS)



The CLASS is a tool for observing and assessing the qualities of interactions among teachers and children in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that are known from research to contribute to children's social development and academic achievement.

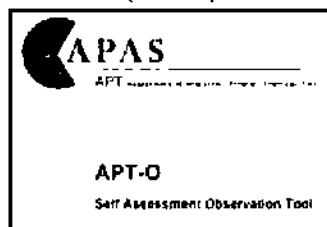
Programs participating in QRIS should conduct a CLASS observation for each classroom or group setting. All Educators present should be included in the observation process that leads to creating CLASS scores for teacher-child interactions

For more info about the CLASS <http://www.teachstone.org/about-the-class/>

A free webinar developed by AFC offers additional information:

[http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eeed/Assessment/Classroom%20Assessment%20Scoring%20System%20\(CLASS\)/ClassroomAssessm.htm](http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eeed/Assessment/Classroom%20Assessment%20Scoring%20System%20(CLASS)/ClassroomAssessm.htm)

The APT Self Assessment Observation Tool (APT-O)



APT-O is a self assessment observation tool, that is part of the APT. The APT-O is designed to offer a "snapshot" of your program's quality in areas linked to SAYO outcome areas and focuses on observable program practices.

For more info about APT-O: <http://www.niost.org/content/view/1652/282/>

Name of Grant Program: ... Preschool Development Grant - Expansion

**Implementation Plan Template
January 1, 2015 – December 31, 2015**

(Applicants must complete pages 1-12.)

| | | | |
|---|------------------------------|---|--|
| Amount Requested: | | \$ | |
| Applicant Agency: | | | |
| Program Coordinator Name/Title: | | | |
| Address: | | | |
| Phone: | | Email: | |
| PROGRAM ENROLLMENT | | Preschool Services (direct services) | Quality Enhancements (benefit from) |
| Total number of additional children projected to be served at/benefit from funding at participating sites from January 1, 2015 – December 31, 2015: | | | |
| Targeted Population(s): <i>For each category below, indicate the approximate percentage of children who will be served at partnering sites by this grant.</i> | | | |
| % Low-Income: | % Students with IEPs: | % English Language Learners: | |
| | | | |
| Total number of sites participating in this grant: | | | |
| Please list each participating site below: | | | |
| Site | | Site Address | |
| | | | |
| | | | |
| | | | |

Name of Grant Program: Preschool Development Grant - Expansion

Responses to questions 1 (a-i) and 2 must be completed by each lead applicant and reflective of the work of the community and its partners to implement high quality preschool programs for four year old children. *Lead applicants are also strongly encouraged to have selected community-based partners complete this form for their individual programs to coordinate efforts and to support monitoring of progress in implementing proposed activities/enhancements.*

1. **Quality Enhancements:** The quality criteria areas below have been established by the U.S. Department of Education as part of the federal *Preschool Expansion Grant* and the Massachusetts Department of Early Education and Care to inform the development of preschool expansion opportunities. These quality criteria should be used to guide collaborative local system-building efforts for preschool expansion services that will support four-year old children in developing critical development and learning competencies needed for successful learning. These quality criteria encompass many of the elements measured through EEC's Quality Rating and Improvement System (QRIS) as well as accreditation through the National Association for the Education of Young Children (NAEYC) and as such, quality enhancement activities outlined in the plan should support programs in their advancement through the QRIS levels and/or NAEYC accreditation.

Applicants must describe current implementation of activities in each of the **nine** quality criteria areas, **and must propose activities to enhance all nine quality criteria areas listed below.** *(Note: All funded applicants will participate in common evaluation/research activities.)* Proposing enhancements in multiple areas is required, but it is not required to address each one at the same breadth and depth. Data from *A Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches* self-assessment should be used to inform the plan

The template provides a format for planning within each of the nine quality criteria areas:

- A. Structures for Collaboration and Communication**
- B. Staff Qualifications**
- C. Classroom Learning Environment**
- D. Developmentally Appropriate Curriculum and Instruction**
- E. Comprehensive Assessment Systems**
- F. Comprehensive Services**
- G. Inclusion**
- H. Linkages with 0-3 and K-3rd Grade**
- I. Family and Community Engagement**

A. Structures for Collaboration and Communication: *This quality criterion focuses on the importance of strong systems of communication and collaboration between the public and community-based early education and care programs. These structures are inclusive of administrators, teachers and families and represent the diverse facets of early childhood education, including special education and support for English language learners (dual language learners). Joint professional development among early childhood leaders and educators are considered part of a strong system of collaboration and an important opportunity for ensuring that all children in the community have access to high quality preschool opportunities. Strong structures for collaboration and communication between public and community-based early education and care providers also provide the opportunity to coordinate access to full-day, full-year preschool services for four year old children in the community.*

| | | | | |
|---|--|-------------------|-----------------|---------|
| <p>Current Activities that support this criteria:</p> <p>Describe current program activities that reflect structures for collaboration and communication in the community.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur...</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | | | |
| Anticipated Outcome(s) (and how measured) | | Baseline (# or %) | Target (# or %) | By when |
| | | | | |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

B. Staff Qualifications: *Federal grant requirements stipulate that classrooms serving children through the Preschool Expansion Grant must have at least one educator that holds a Bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials. In addition, instructional staff salaries must be comparable to the salaries of local K-12 instructional staff. The provision of high quality professional development to maintain the staff qualifications is on-going and responsive to the needs of educators and programs.*

| | | | | |
|---|--|--------------------------|------------------------|----------------|
| <p>Current Activities that support this criteria:</p> <p>Describe current efforts to ensure that classrooms have a teacher with a Bachelor's degree and salaries commensurate with the those of local K-12 instructional staff. In addition, describe current systems of professional development for preschool program educators and administrators.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur.</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | <p>Anticipated Outcome(s) (and how measured)</p> | <p>Baseline (# or %)</p> | <p>Target (# or %)</p> | <p>By when</p> |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

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|---|--|---|-------------------|-----------------|---------|
| C. Classroom Learning Environment - The quality of the learning environments in which preschool children participate is critical to progress in meeting developmental milestones and learning objectives. A focus on the learning environment includes, but is not limited to, addressing the quality of the physical space, class size, teacher: child ratios, availability of supplies and materials and the quality of interactions between educators and children as well as educators and families. | | | | | |
| Current Activities that support this criteria: Describe current efforts to ensure that four year old children have access to high quality learning environments. | | | | | |
| Proposed Enhancements related to this criteria: Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when. | | | | | |
| Need for Enhancements: Describe the identified need that the proposed enhancements will help to address in current programming. | | | | | |
| Anticipated Outcomes | | | | | |
| Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur... Please Note: Grantees should set interim target outcomes for year one... (Continuation grants will require that funded applicants set both interim and final outcomes.) | | Anticipated Outcome(s) (and how measured) | Baseline (# or %) | Target (# or %) | By when |
| | | | | | |
| Budget Justification: Describe how requested grants funds will support the proposed program enhancement activities in this area. Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements. | | | | | |
| Professional Development Needs: Describe any specific topics related to this quality criteria in which you would like to see professional development offerings. | | | | | |

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| <p>D. Developmentally appropriate, culturally and linguistically responsive curriculum and instruction: Developmentally appropriate curricula are an important tool in the delivery of instruction that will promote improved outcomes for children. Efforts focused on this quality indicator should ensure that preschool curricula are age appropriate, aligned to the MA curriculum Frameworks, balanced and integrated across content areas and responsive to the cultural and linguistic diversity of children, families and the community. In addition, implementation of curricula should be reflective of instructional approaches that are appropriate and supportive of the ways in which children learn.</p> | | | | |
| <p>Current Activities that support this criteria:</p> <p>Describe current activities and services that support the development and implementation of developmentally appropriate curriculum and instructional practices.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur.</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | | | |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

E. Comprehensive Assessment Systems: *Creation of a plan for assessing the quality of the preschool opportunities and the progress of children across developmental domains is a critical component of the standards-curriculum-instruction-assessment continuum as it provides a measure of the impact that high quality preschool opportunities have on children's development and learning. A comprehensive assessment system provides information on the quality of the preschool opportunities and learning environments available to children while also measuring child outcomes across all developmental domains (Cognitive Development and General Knowledge; Social-Emotional Development; Language and Communication; Approaches Towards Play and Learning; and Physical Development and Well-Being. Using data gathered from the comprehensive assessment system to inform continuous program improvement and instructional supports for children is key.*

| | | | | |
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| <p>Current Activities that support this criteria:</p> <p>Describe current activities that support the development and implementation of comprehensive assessment.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur.</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | <p>Anticipated Outcome(s) (and how measured)</p> | <p>Baseline (# or %)</p> | <p>Target (# or %)</p> | <p>By when</p> |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

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| <p>F. Comprehensive Services: <i>A plan for the delivery of or referral to comprehensive services acknowledges that children's overall health and well-being, including social-emotional development and physical development, is necessary for children to be available and engaged in learning. Comprehensive services include, but are not limited to: mental health, medical, dental, vision, hearing, nutrition and specialty therapies (e.g., speech and language; occupational therapy; physical therapy).</i></p> | | | | |
| <p>Current Activities that support this criteria:</p> <p>Describe current activities that support and the delivery of or referral to comprehensive services for four year old children and their families.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when..</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur. ...</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | | | |
| Anticipated Outcome(s) (and how measured) | | Baseline (# or %) | Target (# or %) | By when |
| | | | | |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area..</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

G. Inclusion: *Services provided for four year old children should be reflective of services and supports that include all children, including children with disabilities, children who are English language learners, children who are experiencing homelessness, children from refugee and immigrant families, children from diverse socio-economic backgrounds and children from military families. Programs have a plan for curriculum, instruction and assessment practices that are designed to include appropriate accommodations, modifications and individualized supports so the needs of all children are met. Joint professional development on the topic of inclusion, providing opportunities for administrators and educators to meet to discuss progress and plan instructional support for children meeting the criteria listed above and providing effective, family-responsive outreach to and engagement of families is incorporated in a plan that supports and promotes inclusion.*

| | | | | |
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| <p>Current Activities that support this criteria:</p> <p>Describe current program strategies for including all children, including those listed in the description above.</p> | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur...</p> <p>Please Note: Grantees should set interim target outcomes for year one... (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | | | |
| Anticipated Outcome(s) (and how measured) | | Baseline (# or %) | Target (# or %) | By when |
| | | | | |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | |

H. Linkages with 0-3 and K-3rd Grade: *The effectiveness of services delivered for preschool children are depend on the alignment of supports and services (i.e., curriculum, instruction, assessment, inclusion, professional development and family engagement) for infants and toddlers as well as those for children, families and teachers in Kindergarten through 3rd Grade. Linkages include, but are not limited to: transition activities/supports for children and families into preschool and into kindergarten; professional development for preschool teachers on infant-toddler standards and K-3 standards; and reciprocity of data sharing between sending and receiving programs to inform instructional practices and on-going professional development.*

| | | | | | | | | |
|---|--|--|--|--|---|-------------------|-----------------|---------|
| <p>Current Activities that support this criteria:</p> <p>Describe current program activities that create linkages between infant-toddler and preschool programs and services as well as between preschool programs and services and K-3.</p> | | | | | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur...</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | | | | Anticipated Outcome(s) (and how measured) | Baseline (# or %) | Target (# or %) | By when |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | | | | | |

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| <p>I. Family and Community Engagement: <i>Family and community engagement strongly impacts the progress children make developmentally and in their learning. Engagement of families and the community in the importance of early learning and development and support in providing their children with developmentally appropriate learning opportunities at home and in the community is an important part of local early childhood system-building efforts. Families and community engagement strategies include, but are not limited to: collaboration with the local Coordinated Family and Community Engagement (CFCE) specialist and other community partners to conduct outreach and provide support to educators working with families enrolled in the community partner programs; a focus on outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist and other community partners; professional development for administrators and educators on Strengthening Families and the importance of protective factors in a child's and family's health and well-being; and intentional engagement of community-based organizations, such as business, philanthropy, museums, libraries, cultural and faith-based organizations, in supporting the development of the local early childhood system and the health and well-being of children and families in the community.</i></p> | | | | | |
| <p>Current Activities that support this criteria:</p> <p>Describe current program activities and strategies in place related to family and community engagement.</p> | | | | | |
| <p>Proposed Enhancements related to this criteria:</p> <p>Describe planned activities, supported by this grant that will enhance existing activities/programming in this quality criteria area. Please specify what will happen, who will do it and when.</p> | | | | | |
| <p>Need for Enhancements:</p> <p>Describe the identified need that the proposed enhancements will help to address in current programming.</p> | | | | | |
| <p>Anticipated Outcomes</p> <p>Describe the expected results from your proposed enhancements: what they will be, how they will be measured and when they will occur...</p> <p>Please Note: Grantees should set interim target outcomes for year one. (Continuation grants will require that funded applicants set both interim and final outcomes.)</p> | | Anticipated Outcome(s) (and how measured) | Baseline (# or %) | Target (# or %) | By when |
| | | | | | |
| <p>Budget Justification:</p> <p>Describe how requested grants funds will support the proposed program enhancement activities in this area.</p> <p>Note: Applicants requesting funding to support existing staff costs must provide a clear justification for the allocation of these costs to the proposed enhancements.</p> | | | | | |
| <p>Professional Development Needs:</p> <p>Describe any specific topics related to this quality criteria in which you would like to see professional development offerings.</p> | | | | | |

Name of Grant Program: . . . Preschool Development Grant - Expansion . . .

2. **Addressing Barriers to Participation:** Describe **current and planned activities** that serve to address programmatic issues related to facilitating preschool participation, including but not limited to: providing transportation; promoting effective child and family outreach activities; transitions and/or data sharing. Describe how the planned activities will be funded.

Preschool Expansion Grant

Draft Memorandum of Understanding (MOU)

| | |
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| Purpose: | <p>The purpose of this federally-funded grant program is to support the expansion of high quality preschool opportunities for four-year old children, including children with disabilities and children who are English language learners (dual language learners), in an effort to provide them with a strong foundation for learning, and ultimately improve their opportunities for educational success in the early grades...</p> <p>Preschool/Four year olds are defined as children who will enter kindergarten within a year of the programming funded by this grant</p> <p>To be eligible for enrollment in the expanded preschool services, a child must living in a family whose income is at or below 200% of the Federal Poverty Level (FPL). Priority must also be given to children that face multiple risk factors such as homelessness, child abuse and neglect, and teen parent households.</p> |
| Priorities: | <p>This grant has the following priorities:</p> <ol style="list-style-type: none"> 1. Expansion of high quality preschool programming for four-year old children through partnerships between public school districts and identified early education partners in the communities of Holyoke, Springfield, Boston, Lawrence and Lowell, Massachusetts. 2. Support school districts, in coordinating and collaborating with community-based early education and care programs, to enhance the quality of the learning opportunities provided to four-year old children in a manner that is sustainable and replicable by other districts and communities in the Commonwealth. |
| Eligibility: | <p>Partnerships have been accepted from school districts in the five identified communities in partnership with the community-based early education and care programs identified below:</p> <p><u>Boston:</u> YMCAs of Greater Boston Nurtury ABCD</p> <p><u>Holyoke:</u> Valley Opportunity Council Holyoke-Chicopee-Springfield Head Start</p> <p><u>Lawrence:</u> Community Day Greater Lawrence Community Action Program</p> |

Appendix C.2.2. Sample MOU.

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| | <p><u>Lowell :</u> Community Teamwork, Inc. Little Sprouts</p> <p><u>Springfield:</u> Square One Holyoke-Chicopee-Springfield Head Start YMCA of Greater Springfield</p> |
| Funding: | <p>This funding opportunity provides federal resources to the five local communities and its partners to support the expansion of preschool opportunities for four-year old children and to simultaneously increase the quality of those learning opportunities to promote improved outcomes for young children.</p> <p><u>Access</u> Applicants must demonstrate that the expanded preschool program operates for at least a full-day (8+ hours/day) 12 months of the year; and</p> <p><u>Quality Enhancements</u> In addition to providing access to preschool services, community's will be required to address quality enhancements that are reflective of the quality indicators in the federal grant application and that can be found in the MOU Implementation Plan template, attached to this document. These quality indicators are well-aligned with indicators outlined in the Massachusetts Quality Rating and Improvement System (QRIS).</p> <p>Using the community's Foundation Budget Rates per Pupil as part of Chapter 70 reimbursement as a base as well as additional funds for admin and evaluation activities, applicants can apply for funding to support the expansion of high quality preschool services for four-year old children. The following amounts have been allocated to each of the five communities:</p> <p><u>Boston:</u> \$4,061,250</p> <p><u>Holyoke:</u> \$1,425,000</p> <p><u>Lawrence:</u> \$2,351,250</p> <p><u>Lowell :</u> \$2,850,000</p> <p><u>Springfield:</u> \$3,562,500</p> <p>The selected communities will be expected to submit a budget that is reflective of the cost of delivery expanded preschool services to four-year old children</p> |

Appendix C.2.2. Sample MOU

| | |
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| | and implementing the proposed enhancements to the quality of learning experiences for said children. The “Additional Information” section provides guidance on the quality indicators that applicants must address in their Implementation Plan. |
| Fund Use: | <p>Funds can be used for:</p> <p><i>Administration and Grant oversight.</i> No more than 5% of grant funds may be reserved by the identified LEAs for the administration and oversight of grant funded activities. Monitoring activities are to include:</p> <ul style="list-style-type: none"> ● Hiring of a Preschool Coordinator* (or assignment of responsibilities to an existing position) to oversee the implementation of grant requirements and activities; ● Facilitating development of a community plan for the delivery of expanded high quality preschool services; ● Evaluating progress on the delivery of services and proposed quality enhancement activities; ● Collaborating with a state-identified evaluation/research partner to implement an evaluation of the impact of the Preschool Expansion Grant; ● Facilitating the development and implementation of transition activities into kindergarten. ● Partnering with the identified community-based organizations around the development of a reciprocal data sharing framework; ● Participating in joint professional development; and ● Reporting to EEC on progress of approved activities and enhancements. <p><i>*Public School Preschool Coordinators:</i> In order to support effective coordination at the local level, the MOUs that DEEC will develop with each grantee will require a Preschool Coordinator who will be responsible to coordinate state and local resources needed to ensure assessment and delivery of high-quality preschool learning experiences; wed the strengths of the public and community-based early childhood programs to best serve children and their families; create a unified local preschool program that operates in school buildings and in community-based settings; collaborate with and support educators and service providers to continuously refine and improve implementation of this grant; and inform district- and state-level policy and</p> |

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| | <p>practice to ensure the successful implementation of preschool expansion. To qualify for this role, staff must have at least a Bachelor's degree and expertise in early childhood education.</p> <p><i>Evaluation Set-Aside</i> Lead Agencies will be expected to hold aside a pre-determined amount of funding for participation in a state-led evaluation of the Preschool Expansion Grant. EEC will identify a research partner and will facilitate the coordination and implementation of an evaluation design in the five selected communities.</p> <p><i>Direct Services and Quality Enhancements</i> The remaining funds will be allocated to the delivery of direct services and quality enhancements of those services. Using the Implementation Plan template (attached), a joint plan must be submitted by the LEA and the identified community partners for the use of these funds in the implementation of the Preschool Expansion Grant priorities. This plan must include a timeline and outline how communities will address each of the required elements outlined in the "Additional Information" section below. These plans must be documented in the attached Implementation Plan template. LEAs and community partners are also strongly encouraged to complete this template for each individual program in order to have both a community and local program plan for how services and enhancements will be delivered.</p> <p>Funds may be used for salaries and stipends of preschool staff; substitutes; professional development for administrators, teachers and instructional assistants, teacher mentors, coaches and other forms of technical assistance; consultants and specialists; inclusion of children with disabilities; inclusion of English language learners (dual language learners); accreditation; activities or expenses related to QRIS involvement or advancement; classroom supplies/materials; transitions; family engagement strategies; and planning for additional expansion to meet projected community needs in future grant years.</p> <p>Funds cannot be used for:</p> <ul style="list-style-type: none"> ● adaptive equipment or special education services required by IEPs; ● transportation; and ● out-of-state travel. <p>Grant funds are intended to supplement and not supplant local, state, and/or federal funds currently allocated to preschool quality enhancement.</p> |
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Appendix C.2.2. Sample MOU

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| Project Duration: | January 1, 2015 – December 31, 2015 |
| Program Unit: | Department of Early Education and Care |
| Contacts: | Tom Weber, Commissioner |
| Phone Number: | (617) 988-6600 |
| Date Due: | Within 90 Days of Grant Award |
| Required Forms: | |
| Additional Information: | <p>Selected communities receiving funds from the <i>Preschool Expansion Grant</i> will be required to produce a report describing the results of their grant-funded activities. Kristie Kauerz (University of Washington) and Julia Coffman (Center for Evaluation Innovation) have released a self-assessment tool for PreK-3 efforts called <i>A Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches</i>. Lead agents are required to review this tool in collaboration with their identified early education and care partners (if they haven't already done so as part of other grant opportunities), in year 1 and year 4 at a minimum, to reflect on current preschool services and to use the information gathered either to inform the plan that is submitted along with this application, utilize it as part of the proposed grant activities or as part of the process for the development of the final planning report.</p> <p>Efforts to ensure the quality of the preschool opportunities <i>must include, but are not limited to:</i></p> <ul style="list-style-type: none"> ● <i>Structures for Collaboration and Communication</i> Applicants must describe plans to: <ul style="list-style-type: none"> ✓ strengthen systems of communication and collaboration between the public schools and community-based preschools, Head Start and family child care programs; ✓ promote joint professional development between public and community-based early education and care administrators, including principals and directors, around topics of leadership and early childhood education; ✓ promote joint professional development between public and community-based early education and care educators around topics including, but not limited to, curriculum, instruction, assessment, transitions and family engagement; ✓ plan for future expansion of full-day/full-year preschool opportunities for young children in public and community-based early education and care programs and supported by blended funding streams; and ✓ Support program evaluation to ensure continuous |

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| | <p>improvement.</p> <ul style="list-style-type: none"> ● <i>Staff Qualifications</i>- Applicants must describe plans to: <ul style="list-style-type: none"> ✓ include in each classroom at least one teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials; ✓ Offer high quality professional development opportunities for all staff; and ○ Offer instructional staff salaries that are comparable to the salaries of local K-12 instructional staff. ● <i>Classroom Learning Environment</i> Applicants must describe plans to: <ul style="list-style-type: none"> ✓ offer full-day and full-year programming; ✓ reduce class size; ensuring no more than a class size of 20 with a minimum one teacher with high staff qualifications as outlined in the Implementation Plan template; ✓ improve teacher: child ratios with a minimum child to instructor ration of no more than 10:1; ✓ address the quality of the supplies and materials available to children and/or the quality of interactions between the educators and children; and ✓ meets EEC license requirements for health and safety standards ● <i>Developmentally appropriate, culturally and linguistically responsive curriculum and instruction</i> – Applicants must describe plans to: <ul style="list-style-type: none"> ✓ Align the preschool curriculum with the MA Curriculum Frameworks' preschool standards; ✓ Provide joint professional development for public and community-based early education and care administrators and educators on implementation of a culturally and linguistically responsive preschool curriculum; and ✓ Plan professional development on instructional approaches that are developmentally appropriate for preschool children ● <i>Comprehensive assessment systems</i> – Applicants must describe plans to: <ul style="list-style-type: none"> ✓ Purchase a formative assessment tool for use in the preschool classroom and to provide joint professional development on the use of the tool; ✓ Provide joint professional development on how to use formative |
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| | <p>assessment data, including observational data, to inform curriculum, individualization of instruction for children and future professional development needs of educators;</p> <ul style="list-style-type: none"> ✓ Plan time for administrators and educators to review data and plan for instruction; and ✓ Support accreditation through the National Association for the Education of Young Children (NAEYC), efforts to pursue Quality Rating & Improvement System (QRIS), use of the Classroom Assessment Scoring System (CLASS) or other program quality evaluation tool. <ul style="list-style-type: none"> ● <i>Comprehensive Services</i> - Applicants must describe plans to: <ul style="list-style-type: none"> ✓ Collaborate with community-based organizations to provide or refer children and families to mental health, medical, vision, dental, hearing, nutrition and specialty services, as needed (whenever possible, services should be delivered at the program site); ✓ EEC will require grantees to assess each participating child's specific needs and then facilitate connection between those services and the child and his or her family.. ✓ offer joint professional development on how comprehensive services can inform and enhance instructional supports for young children; and ● <i>Inclusion</i> – Applicants must describe plans to: <ul style="list-style-type: none"> ✓ Provide joint professional development on the inclusion of all children, including children with disabilities, children who are English language learners, children experiencing homelessness, children from refugee and immigrant families; children from diverse socio-economic backgrounds, and children from military families in the preschool classroom; ✓ Plan for curriculum, instruction and assessment practices that are designed that include appropriate accommodations, modifications and individualized accommodations and supports to ensure that the needs of all children are met; . ✓ Provide training on the Preschool World-Class Instructional Design and Assessment (WIDA) standards; and ✓ Provide opportunities for administrators and educators working with children with disabilities and children who are English language learners and children as identified above to meet to discuss progress and plan instructional supports. ● <i>Linkages with 0-3 and K-3rd grade</i> – Applicants must describe plans to: |
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| | <ul style="list-style-type: none"> ✓ Align supports and services (i.e., standards, curriculum, instruction, assessment, inclusion, professional development, family engagement) for infants and toddlers with the expanded preschool opportunities; ✓ Align supports and services (i.e., standards, curriculum, instruction, assessment, inclusion professional development, family engagement) in Kindergarten through 3rd Grade with the expanded preschool opportunities; ✓ Design reciprocal data sharing systems to promote and support the continued progress of children in achieving developmental and learning outcomes and to incorporate assessment data collected through this grant; . ✓ Work with local programs to obtain parent consent for data collection and sharing; and ✓ Plan for and promote effective transition strategies for children and families into preschool and /or into kindergarten. ● <i>Family and Community Engagement</i> - Applicants must describe plans to: <ul style="list-style-type: none"> ✓ Plan for how to engage families and the community in the importance of early learning and development and support them in providing their children with developmentally appropriate learning opportunities at home and in the community; ✓ Collaborate with the local Coordinated Family and Community Engagement (CFCE) specialist, Family Coordinator and other community partners to conduct outreach; . ✓ Provide support to educators working with families enrolled in the community partner programs; ✓ Focus on outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist and other community partners; ✓ Offer professional development for administrators and educators on Strengthening Families and the importance of protective factors in a child's and family's health and well-being; and . ✓ Create strategies for and implementation of focused and intentional engagement of community-based organizations, such as business, philanthropy, museums, libraries, cultural and faith-based organizations, in supporting the development of the local early childhood system and the health and well-being of |
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Appendix C.2.2. Sample MOU

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| | children and families in the community. |
| Submission Instructions: | Using the attached MOU Implementation Plan template, the lead agency, in collaboration with the identified community partners will develop a plan for activities in year one for the delivery of high quality preschool services for four-year old children. The federal Preschool Expansion Grant application defines a High-Quality Preschool Program as an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, and as such the plan must include a description of current efforts to address the quality criteria listed in the <i>Additional Information</i> section above as well as plans for enhancing the quality of these structural elements. |
| Contract Monitoring: | EEC will oversee the implementation of the grant funded activities through a variety of methods including but not limited to: <ul style="list-style-type: none">✓ Licensing compliance;✓ Contract compliance/ auditing;✓ QRIS Levels;✓ Site Visits; and✓ Progress reports |
| Other Notes: | <u>Transportation</u> is not an allowable cost under this grant. LEAs are strongly encouraged to work with their community partners to identify other state and local resources to address transportation, particularly as it relates to access to preschool services for isolated and/or hard-to-reach families. |



Continuous Quality Improvement (CQI) Plan for Preschool Expansion Sub-Grantees

Program Name: _____

Program Number: _____

Program Address: _____

Program Administrator: _____

Thank you for your commitment to providing quality programming for children and families! This Continuous Quality Improvement (CQI) Plan is a QRIS requirement, and it also serves as the foundation for ongoing improvement in the five QRIS Standards: Curriculum and Learning; Safe, Healthy Indoor and Outdoor Environments; Workforce Development and Professional Qualifications; Family and Community Engagement; and Leadership, Administration and Management.

STEPS FOR COMPLETING THIS FORM:

1.) COMPLETE a Continuous Quality Improvement Plan as part of the QRIS application for Level 2, Level 3 and Level 4.

Identify:

- program's areas of strength and potential growth
- action steps that will support improvement in program quality
- team members who are responsible for the action steps
- target dates for completion of action steps

2.) DEVELOP a Continuous Quality Improvement Plan for:

- QRIS Required Documentation (*ex. create a policy for including parental input in progress reports*)
- Workforce Qualifications and Professional Development
- Measurement Tools, including:
 - ✓ Program Administration Scale (PAS)
 - ✓ Environment Rating Scales (ITERS-R and ECERS-R)
 - ✓ Classroom Assessment Scoring System (CLASS)
 - ✓ Strengthening Families
 - ✓ Health and Safety Self-Assessment
 - ✓ Staff Surveys (*Level 3 and Level 4*)
 - ✓ Family Surveys (*Level 3 and Level 4*)

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

3.) REVIEW previous plans quarterly to reflect on progress made and identify incomplete action steps.

4.) UPDATE the Continuous Quality Improvement Plan annually or more frequently if necessary and summarize success in improving program quality.

5.) TIPS for completing and updating the CQI plan:

- allocate administrative planning time to develop the CQI plan
- focus on the areas that are most important
- allow time in your staff meetings to set goals and actions steps; encourage all staff to be engaged in the CQI process
- use the action plan to set specific goals for educators' and administrators' Individual Professional Development Plans (IPDP's)
- use classroom observation time to identify progress on the goals and action steps in your plan
- give concrete feedback to educators to support their continued growth
- keep parents and family members informed of the steps you are taking to improve the quality of your program; invite them to participate in the CQI process

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

Continuous Quality Improvement Plan Preschool Expansion Sub-Grantees

Environment Rating Scale - ECERS- R and/or ITERS-R.

(CQI Plan is required for the ERS- please create action steps for all of the subscales that need improvement).

| ERS SUBSCALE | AREAS OF STRENGTHS | AREAS FOR POTENTIAL GROWTH | ACTION STEP (what, who and when) | COMPLETED ACTION STEP OUTCOME |
|---|--------------------|----------------------------|-------------------------------------|---|
| 1. Space and Furnishings ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| 2. Personal Care Routines ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

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| 3. Language & Reasoning/ Listening & Talking ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| 4. Activities ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| 5. Interaction ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

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| 6. Program Structure ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| 7. Parents and Staff ITERS-R Score: ECERS-R Score: <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |

Continuous Quality Improvement (CQI) Plan

QRIS Required Documentation, Workforce Development and Additional Measurement Tools:

| FOCUS AREA | AREAS OF STRENGTHS | AREAS FOR POTENTIAL GROWTH | ACTION STEP/S | COMPLETED ACTION STEP OUTCOME |
|---|--------------------|----------------------------|---------------|---|
| QRIS Required Documentation <i>(If all requirements are met, please consider needs for next QRIS Level)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

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| Workforce Qualifications/ Professional Development <i>(If all requirements are met, please consider needs for next QRIS Level)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| Health and Safety Self-Assessment <i>(Required)</i> | | | | |
| Strengthening Families Self-Assessment <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| Family Survey <i>(Required for Level 3 and Level 4)</i> | | | | |

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

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| Staff Survey <i>(Required for Level 3 and Level 4)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| CLASS <i>(Required)</i> | | | | Date Completed: How has the completed action step improved your program's quality: |
| Program Administration Scale (PAS) <i>(Required)</i> Score: | | | | Date Completed: How has the completed action step improved your program's quality: |

This table is available for additional action steps, if needed.

| FOCUS AREA | AREAS OF STRENGTHS | AREAS FOR POTENTIAL GROWTH | ACTION STEP/S | COMPLETED ACTION STEP OUTCOME |
|------------|--------------------|----------------------------|---------------|---|
| | | | | Date Completed: How has the completed action step improved your program's quality: |

Appendix C.2.4 CQI Plan for Preschool Expansion Sub-Grantees

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| | | | | Date Completed: How has the completed action step improved your program's quality: |
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Program Administrator Signature: _____ Date: _____ Program Number: _____

Appendix C.2.4. Initial Job Descriptions

Master Teachers:

These individuals will have at least a Bachelor's Degree, with preference given to Master's Degrees, at least five years experience teaching preschool, experience implementing developmentally appropriate curricula aligned with the Massachusetts Curriculum Framework's Preschool Learning Standards, experience adapting and modifying curricula and teaching practices to help children learning English as a second language and with special needs to meet the standards, experience with a range of assessment tools, experience using child assessment data to inform curriculum development and create developmentally appropriate individualized learning activities, and experience providing mentoring to teachers.

Preschool Expansion Project (PEP) Director:

This individual will perform a number of roles including, but not limited to: (a) Support local partnerships to meld the strengths of the LEAs and the ELPs; (b) Coordinate state-level resources to support high-quality preschool learning opportunities in each of the participating programs and districts; (c) Liaison and coordination with DEEC staff in units across the agency; (d) Collaborate with staff at DESE, DHE, EOE, and the Executive Office of Health and Human Services (EOHHS); (d) Convene a high-level interagency advisory team including representatives from DESE, DHE and EOHHS [E(4)]; and (e) Foster implementation of Birth-Grade 3 policies; managing state-level data collection and studies.

Appendix C.3.1. Teaching Strategies GOLD

Preschool Development Grant Application: Formative Assessment and Kindergarten Entry Assessment

Teaching Strategies GOLD®

Teaching Strategies GOLD® is the formative assessment component and kindergarten entry assessment component of Massachusetts' comprehensive assessment system. *Teaching Strategies GOLD®* is an authentic, criterion-referenced system for measuring the knowledge, skills, and behaviors of children from birth through kindergarten. Items to extend the system through third grade are currently being field tested. *Teaching Strategies GOLD®* blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives. Extensive research has shown *Teaching Strategies GOLD®* to be highly valid and reliable for children from diverse cultures, languages, socioeconomic backgrounds, and abilities. The instrument meets the National Research Council's indicators for appropriate assessment, and its comprehensiveness supports strong understanding of children's progress toward kindergarten readiness, their developmental status at kindergarten entry, and their continued progress.

The *Teaching Strategies GOLD®* helps Massachusetts educators:

- observe and document children's development and learning at particular points of time and over time;
- measure progress toward kindergarten readiness, development and learning at kindergarten entry, and progress throughout the kindergarten year;
- support, guide, and inform planning and individualized instruction;
- identify children who might benefit from special help, screening, or further evaluation;
- communicate information about children's developmental and learning gains to family members and other stakeholders;
- collect child outcome information as one part of a larger accountability system; and
- provide reports to help inform policy and program improvement decisions.

Teachers use the various features of *Teaching Strategies GOLD®* to carry out assessment tasks efficiently at each of four steps of an assessment cycle:

Appendix C.3.1. Teaching Strategies GOLD

1. observing and collecting information about what each child says and does;
2. analyzing the documentation in terms of the curricular objectives and responding to each child on the basis of that information;
3. evaluating each child's knowledge, skills, and behaviors; and
4. summarizing what is known about each child's development and learning, using the information to plan and individualize instruction, and communicating information to the child's family and other stakeholders through a variety of reports designed for different audiences.

Teachers use data collected with *Teaching Strategies GOLD*® to inform planning and instructional decisions and to communicate findings with families and other stakeholders. Kindergarten teachers use the system during the first 4–6 weeks of school to gain a comprehensive understanding of children's development and learning as they enter kindergarten. With current information about children's knowledge, skills, and behaviors in all areas of development and learning, teachers are able to plan and individualize instruction appropriately. They discover which students are ready for a rigorous kindergarten curriculum and which students are still progressing toward meeting kindergarten entry expectations, and they become better equipped to help all children make meaningful progress. Kindergarten teachers can also continue to use *Teaching Strategies GOLD*® throughout the year to inform their instructional practices. The family communication features of *Teaching Strategies GOLD*® also help teachers build strong partnerships with families and assist families in supporting their children's learning at home.

The *Teaching Strategies GOLD*® objectives, dimensions, indicators, and ranges of widely held expectations can inform the identification of school readiness goals for individuals and for programs, and teachers and administrators can use assessment data as they determine how best to support progress toward meeting those goals. As one part of a larger system of accountability, aggregated and disaggregated data can be used as administrators make decisions about resource allocation and staff development opportunities, and used to inform quality improvement efforts at provider, organization, and state levels. Data can also be exported for storage in the state's longitudinal data system.

Appendix C.3.1. Teaching Strategies GOLD

With *Teaching Strategies GOLD*[®], teachers collect evidence of children's development and learning during meaningful, authentic classroom experiences. Teachers observe intentionally throughout the day; consult with family members and specialists who work with individual children; build portfolios with observation notes, photographs, video clips, audio clips, and samples of children's work; and use the online reporting system to communicate information about children's developmental and learning gains. This process becomes part of their daily routine. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations.

Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children's needs and to plan individualized instruction. At the end of each assessment period throughout the year, teachers analyze and formally evaluate the evidence in order to formulate longer-term plans, examine children's progress, compare student performance with widely held expectations, and communicate with families and other stakeholders.

The *Teaching Strategies GOLD*[®] progressions of development and learning outline predictable sequences of development and learning from birth through kindergarten, describing what children should know and be able to do at various ages and grades. Research summaries explain both what is being measured and why, and teachers can look back- and forward along developmental progressions when children's knowledge, skills, and behaviors do not fall within the range of widely held expectations for particular objectives or dimensions. The progressions help teachers fully understand each child's current levels of development, likely next steps, and progress over time. They also enable teachers to focus on learning processes, not just on outcomes. This information helps teachers scaffold each child's learning and enables them to see how a child's knowledge, skills, and behaviors compare with widely held expectations for children of the same age or class/grade and with Massachusetts' early learning guidelines and frameworks.

Furthermore, because *Teaching Strategies GOLD*[®] is a seamless system for assessing children from birth through kindergarten (and soon through third grade), teachers of the various age-groups

Appendix C.3.1. Teaching Strategies GOLD

and classes/grades build a shared understanding of the knowledge, skills, and behaviors that children should develop each year. Because Massachusetts has adopted *Teaching Strategies GOLD*® for kindergarten entry assessment as well as for prekindergarten assessment, teachers share the definition of kindergarten readiness. Teachers can readily pass children's portfolios along to children's next teachers, thereby making it easier to plan for the first month of school. This helps make transitions smoother for children, their families, and the programs that serve them.

Teaching Strategies GOLD® takes into account the fact that development and learning in each area influences and is influenced by development and learning in each other areas. It also helps teachers understand that the pace of development and learning varies among children as well as from objective to objective, and that expectations for an age-group or class/grade are not the same for every objective and dimension. *Teaching Strategies GOLD*® is comprehensive and holistic, so it can be used to measure and support children's progress toward school readiness in all areas of development and learning.

In addition to tools for collecting, organizing, storing, reviewing, evaluating, and reporting data, the system offers a wealth of information and embedded professional development support to help teachers continually expand their knowledge of child development. The progressions help teachers understand the significance of what children say and do, set appropriate expectations, choose appropriate teaching strategies, and share information. Research summaries, specific guidance, and an online activities library help teachers establish effective environments and offer meaningful, engaging instruction on the basis of assessment results. A family version of each activity can be shared in English or Spanish to extend learning beyond the classroom.

Supporting the Development and Learning of All Children

Teaching Strategies GOLD® can be used to assess the knowledge, skills, and behaviors of all children, including children with disabilities, children who are developing typically, and children

Appendix C.3.1. Teaching Strategies GOLD

who demonstrate competencies that exceed widely held developmental expectations. Teachers use the same process and rating scale for all children. The scale, which describes developmental milestones from birth through kindergarten, enables users to focus on each child's strengths rather than on what the child cannot yet do. With accurate assessment information, teachers can identify supportive strategies and individualize instruction.

After analyzing data for all children in a nationally representative sample, including children with disabilities and English language learners, researchers at The Center for Educational Measurement and Evaluation (University of North Carolina Charlotte) concluded,

In addition to showing evidence of being technically valid for the subgroups studied, *Teaching Strategies GOLD*[®] further supports the notion of fairness by paying attention to issues related to empirical validity...For example, measured items in the major developmental and learning areas are based on empirical studies of child processes that are predictive of later success. The progressions in the measure allow teachers to document small increments of progress along a developmental path toward expected milestones. Assessment techniques provide opportunities for teachers to focus on process and to document progress in several areas simultaneously as they observe and interact with children engaging in daily activities. These considerations help to minimize validity concerns related to context and culture.¹

Teaching Strategies GOLD[®] is an authentic, observational assessment instrument that does not entail direct student testing. Evidence of children's development and learning is gathered during everyday classroom activities and by communicating with family members. During the assessment process, children use the ordinary resources through which the classroom community honors diversity.

¹ Kim, D-H., & Lambert, R. G. (2013). Evidence of the validity of *Teaching Strategies GOLD*[®] assessment tool for English language learners and children with disabilities. *Early Education and Development*, 24, 574–595. DOI: 10.1080/10409289.2012.701500

Appendix C.3.1. Teaching Strategies GOLD

Assessing the Development and Learning of Children With Disabilities

Using *Teaching Strategies GOLD*® to assess children with disabilities provides significant benefits for a number of reasons:

- It meets the important indicators for appropriate assessment as recommended by the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Association for the Education of Young Children. It is used for specified purposes, is authentic, and has good psychometric qualities.
- It is comprehensive. Information is gathered across all areas of development and learning.
- It involves families in the assessment process.
- It identifies the child's skills and abilities and minimizes the impact of the disability on the results.
- It accounts for the fact that children demonstrate their competencies in various ways and emphasizes what the child is able to do. Incremental rates of progress are documented within a broad range of development and learning tasks, and teachers can anticipate children's likely next steps.
- It is a strengths-based tool. Children's knowledge, skills, and behaviors are rated on a scale that describes emerging competencies as well as mastery. It provides an ongoing record of what a child can do at every checkpoint.

When using *Teaching Strategies GOLD*®, the teacher considers the idea captured by each objective as it applies to individual children. The teacher observes how each child progresses toward meeting the objective while using individualized modification, assistive devices, or adult support as necessary to participate in learning activities. *Teaching Strategies GOLD*® uses universal language that reflects an understanding that children show what they know and can do in various ways. The rating scale accounts for the many emergent skills that precede mastery, so teachers can document increments of developmental progress.

Teaching Strategies GOLD® is fully aligned with the Office of Special Education Programs (OSEP) outcomes and automatically converts the information entered from *Teaching Strategies GOLD*® to the 7-point scale on the "Child Outcomes Summary Form." The data teachers enter into *Teaching Strategies GOLD*® enable administrators to generate OSEP-mandated reports, saving

Appendix C.3.1. Teaching Strategies GOLD

time and helping teachers individualize instruction. Furthermore, *Teaching Strategies GOLD*® developers worked directly with the Early Childhood Outcomes Center to ensure the effectiveness of the system for assessing the development and learning of children with disabilities.

Researchers at The Center for Educational Measurement and Evaluation used differential item analysis to determine whether any *Teaching Strategies GOLD*® items operate differently for children with disabilities. Three age-groups (3-, 4-, and 5-year olds) were selected for the study. Data were analyzed according to each child's disability status. There is strong evidence that the items in *Teaching Strategies GOLD*® operate in the same way for groups of children of differing disability status, which means that the assessment instrument is valid and reliable for children with special needs.

Assessing the Development and Learning of Children Who Are English- or Dual-Language Learners

Teaching Strategies GOLD® can also be used to assess children who are English-language or dual-language learners. Two objectives are related to English language acquisition. The sequence of learning a second language is not specific to a particular language, so the relevant objectives may be adapted to assess progress in acquiring any second language.

Teaching Strategies GOLD® includes a “Home Language Survey” to help teachers gather information about the languages children hear and speak at home and at school. However, data gathered with this “Home Language Survey” are not used to label children or identify them for special services. They are used to help the teacher determine how to assess children most accurately and support their development and learning. With regard to all of the objectives other than those for English language and literacy, teachers are advised to assess children's development and learning by documenting their knowledge, skills, and behaviors when they respond in their preferred languages (the languages they choose at particular times to show what they know and can do).

Tools for administering and scoring *Teaching Strategies GOLD*® are available in both English and Spanish, and teachers may use language and literacy items in both languages. The language and

Appendix C.3.1. Teaching Strategies GOLD

literacy objectives are usually measured from an English-language perspective. For children whose home language is Spanish, a Spanish-language version of these objectives is presented to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of the language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy. Teachers and administrators can generate learning activities and the “Development and Learning Report” in English or Spanish. That report is designed for sharing information with families.

As mentioned above, CEME researchers used differential item analysis to determine whether any *Teaching Strategies GOLD®* items operate differently for English-language learners (ELLs). Three age-groups (3-, 4-, and 5-year-olds) were selected for this study. Data were analyzed according to each child’s primary language. There is strong evidence that the items in *Teaching Strategies GOLD®* operate in the same way for children whose family language is not English as they do for children whose home language is English. This means that the instrument is valid and reliable for all children.

Family Communication Features of *Teaching Strategies GOLD®*

In addition to supporting family conferences and other ways of communicating information about children’s development and progress with families, *Teaching Strategies GOLD®* supports family involvement in collecting observational data and in planning. Teachers can invite families to use the family portal and then send and receive messages to and from family members who choose to register. As well as corresponding with teachers, families can upload their own photographs, video clips, audio files, and scans, which teachers can choose to incorporate into a child’s online portfolio. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what is happening in the classroom, and teachers can send resources (including educational activities) to help families promote their children’s development and learning at home.

The “Family Conference Form” makes it easier for the teacher and family to develop a mutual understanding of each child’s strengths and challenges, and to share expectations for the child’s development and learning. Teachers begin to fill out the form by summarizing the child’s

Appendix C.3.1. Teaching Strategies GOLD

developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. The static text of the “Family Conference Form” can be generated in English or Spanish, and teachers can enter variable text in whatever language(s) they are proficient. Completed forms can be printed or shared with families electronically.

The “Development and Learning Report” was designed for sharing information with each child’s family. It provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child’s developmental levels, it recommends activities for the family to do at home to promote continued learning. Like other documents for families, the report and activity instructions can be generated in English or Spanish, and they can be printed or sent electronically.

Supporting B–3 Models

Items to extend *Teaching Strategies GOLD*® through third grade are currently being field tested and will be released next year. The extended tool will support intentional approaches to sustaining improved early learning outcomes through the early elementary grades. Educators will be able to see the entire continuum of development throughout the early childhood years, using what they know about each child to scaffold continued learning. The extended progressions will help B–3 teachers base instruction on their general knowledge of child development, their understanding of typical sequences of learning, and what they learn about each child. They will be able to use assessment results as they make decisions about which curricular goals to emphasize and which instructional strategies match children’s strengths and needs.

Appendix D.2.2. MIECHV Data

| Unmet Need Indicator | Boston | Holyoke | Lawrence | Lowell | Springfield | State |
|---|---------------|----------------|-----------------|---------------|--------------------|--------------|
| Healthy Pregnancy: % Premature Birth | 8.2 | 9.5 | 8.9 | 11.3 | 10.2 | 9 |
| Healthy Birth: % Low Birth Weight | 9.3 | 8.9 | 8.9 | 10.5 | 9.3 | 7.9 |
| Infant Mortality: ... Deaths/1,000 live births | 8.9 | 6.7 | 6.1 | 9 | 6.1 | 4.9 |
| Child Maltreatment: Rate of substantiated reports per 1,000 | 22.9 | 56.6 | 12.9 | 32.4 | 58.8 | 19.9 |
| Child Maltreatment: % of substantiated cases for neglect. <i>Balance are physical or sexual abuse</i> | 86 | 94 | 82 | 90 | 93 | 92 |

Appendix E.1.1 Roles and Responsibilities

| | |
|---------------------------------------|--|
| Policy and Program Improvement | <p>DEEC: Establish rules and regulations to guide the work; Address barriers that arise from conflicting or complicated policies; Create outline compliance procedures</p> <p>LEA: Serve as the lead agent for local grants; Develop procedures for delivering services; Identify barriers and communicate local needs; Implement monitoring and evaluation/longitudinal study measures</p> |
| Service Delivery | <p>DEEC: Transmit program standards, performance standards, professional credentials; Ensure alignment of standards across state-level programs, systems; Maximize and coordinate funding; Secure interagency support for LEA efforts through such agreements as priority access, coordinated care management, simplified data demands</p> <p>LEAs: Assess available resources and unmet needs specific to HQPPs as well as to comprehensive community services for the families; Work collaboratively with ELPs on the expansion of preschool services; Support PreK-K transition activities for children and families; Develop plans for coordinating/ improving/ expanding services and secure access for families with multiple needs; Partner with community-based preschool programs to offer individualized and JPD on topics such as developmentally appropriate curriculum, instruction and assessment practices, leadership development and family engagement; .</p> |
| Research and Evaluation | <p>DEEC: Partner with a research organization to identify core child, family and program outcomes that all communities will measure while giving flexibility for local priorities to go beyond this set of indicators; Create or expand mechanisms to collect, store, and track data based upon Essential Data Elements</p> <p>LEAs: Work with ELPs and other contract partners to employ required data systems; Collect and use data to inform service delivery, Address program needs and unmet client needs; Provide data-informed TA/ PD; Deliver Essential Data Elements; Participate in the state evaluation and Longitudinal Study</p> |
| Operational Supports | <p>DEEC: Develop guidelines for public reporting of results, including messaging format; Provide effective liaison with EOE IT units; Support the LEA Learning Consortium</p> <p>LEAs: Maintain communication with DEEC; Participate in grant related governance structures, Attend scheduled Subgrantee Meetings; Participate in LEA Learning Community</p> |
| Public Engagement | <p>DEEC: Continue to lead statewide public engagement/ awareness</p> |

***Appendix E.1.1* Roles and Responsibilities**

| | |
|---|---|
| (ensuring sustainability beyond the grant cycle) | efforts building on Brain Building in Progress; Create culturally and linguistically appropriate materials to reach families; Update legislative and executive branch fiscal and policy leaders; LEAs: Continue local awareness efforts using established messaging; Build on family-specific outreach to include target cohorts in the natural community settings that they frequent ; Continue to participate in CFCE family and community activities; Engage local business and philanthropic organizations; Report regularly to local government fiscal and policy agencies and decision-makers . |
|---|---|

Access to Comprehensive Services

LEAs and their contracted partners will together assess access to on-site and off-site comprehensive services by children and families and identify any unmet needs. LEAs and ELPs will work with the local DEEC Coordinated Family and Community Engagement grantee (CFCE). Because Massachusetts anticipates serving many high-needs children and their families through this grant, DEEC will require local partnerships to assess each participating child's specific needs, identify available resources, and then facilitate connection between those services and the child and his or her family. DEEC may ensure through MOUs with the LEAs the hiring of additional Family Coordinators to help the ELPs and LEAs to wrap services around children and their families.

Family and Community Engagement

DEEC will support LEAs and ELPs to engage families and the community in the importance of early learning and development and support them in providing their children with developmentally appropriate learning opportunities at home and in the community. Using DEEC's statewide network of local CFCE specialists, grantees and subgrantees will outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist and other community partners. In addition, CFCEs promotes the Strengthening Families Framework and can provide professional development to LEAs and ELPs on the importance of protective factors and effective family engagement strategies.



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Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches

Appendix E.2.1. PreK-3 Framework

Background

The vision for PreK-3rd grade approaches is to improve the quality and coherence of children's learning opportunities, from the experiences children have before they enter the K-12 system and extending through elementary school. Ultimately, comprehensive PreK-3rd grade approaches hold the potential to improve child outcomes and to prevent or close achievement gaps.

Efficiency, instruction, instructional coherence, and meaningful learning opportunities are central to comprehensive PreK-3rd grade approaches. PreK-3rd grade reforms are similar to systems change efforts in that they are complicated and complex. They cross the traditional boundaries of early learning (also known as birth-to-five or 0-5) and K-12 education. They cross multiple grades and have multiple elements. They aim for practice and policy changes in many areas (e.g., leadership, professional development, data) and at multiple levels (e.g., classrooms, schools, districts). They aim for multifaceted changes in multiple groups (e.g., children, families, teaching, education leaders, community members).

How the Framework was developed

The Framework is solely grounded in research and evidence-based practice. Developed over the course of more than two years, it went through three key phases: (1) extensive review of multiple bodies of literature that describe the essential elements of teaching and learning that produce positive changes in children's outcomes, birth through age 5; (2) consultation with more than 35 school districts and communities across the country; and (3) peer review by leading academic scholars and practitioners-experts.

To learn about technical assistance and other resources to support the use of this Framework in local school districts and communities, please contact Kristie Kauertz at the University of Washington, College of Education (kauerk@uw.edu).

Purpose of this Framework

This Framework is intended to be referenced and used over an extended period of time for reflection, self-improvement, and improvement of PreK-3rd grade efforts. This Framework helps to address key questions facing those who are developing PreK-3rd grade approaches in the school, districts, and communities:

- What does a comprehensive PreK-3rd grade approach include?
- The word “alignment” is used often; but what needs to be aligned?
- What kinds of changes need to take hold in adult behaviors before we can expect to see improvements in child outcomes?
- What kinds of operational measures are shared among 0-5 programs, grades K-3, families, and communities?

This Framework is intended to be used a tool to support the development of comprehensive PreK-3rd grade approaches. It can be used to establish:

- A foundation of consent, process, and norms for professional collaboration within, and across age and grade levels from PreK through elementary school;
- Shared visions of high-quality, developmentally-based learning for young children in early learning and elementary school settings;
- Implementation plans that establish accountability for improving child outcomes and closing achievement gaps; and
- Evaluation strategies that help to ensure that the activities and structures put in place actually impact child outcomes.

From a planning and implementation perspective, the Framework helps users see the “big picture” of comprehensive and systemic PreK-3rd grade work and guides users in understanding how their own PreK-3rd strategies “fit” in the big picture, providing concrete examples of how to enrich and expand PreK-3rd grade approaches. From an evaluation perspective, the Framework helps users to understand key evaluation needs to be infused into PreK-3rd grade approaches from the beginning. It also suggests strategies and methods for how to evaluate PreK-3rd grade implementation efforts.

USEFUL

The Framework is designed primarily for use by schools, school districts, early learning programs, and other community partners. It offers a flexible structure where small, large, urban, rural, suburban, and other communities can “find themselves.” The Framework is equally useful when PreK is offered on-site at elementary schools and/or when early learning partners are community-based. While the “PreK” definition will vary from site to site, (see definitions on next page), the key factor is that the K-12 system is collaborating and aligning with services and programs that serve children younger than the traditional K-3 grade span.

Definitions of Key Terms Used in the Framework

| | |
|------------------------|---|
| Administrators: | Those people who take part in our education system: personnel, strategic direction, and financial issues in the cooperative systems. Administrators provide guidance and support that influences teachers, directly or indirectly. Administrators include superintendents and central office staff in school districts; school board members or principals; Head Start directors; child care directors; and early learning program managers. |
| Teacher: | Any adult who has primary responsibility for providing instructional and emotional support to children in any learning-based program, setting, or initiative. “Teacher” includes state-certificated professionals in public schools; licensed teachers in Head Start; center-based child care; family child care; and other community-based preschool programs; and other adults. |
| PreK: | Used as a general term to encompass all of the learning-based programs, settings, and initiatives that children may experience before (“pre-”) entering kindergarten. This includes school-based PreK, Head Start, center-based child care, family child care, and other community-based preschool programs. In many school districts and communities, PreK is used to describe services for ages 3- and 4-year-old children, not yet school-age. PreK includes infant/toddler programs, settings, and initiatives. |

Guide to the Structure of the Framework

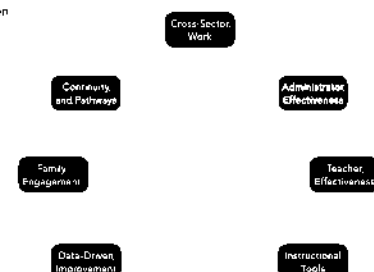
The Framework is divided into eight major “buckets” or categories of effort (see diagram) that have been identified as essential to high-quality and comprehensive PreK-3rd grade approaches. Evidence indicates that the more buckets that are implemented, well, the more likely that benefits will occur, (i.e., improved quality of learning experiences for young children and, in turn, improved child outcomes).

These eight buckets do not stand in isolation from one another; instead, there is substantial overlap and interrelationship among them. For example, in practice, it is impossible to separate instructional tools from teacher effectiveness.

Despite the intrinsic overlap, the buckets are presented separately in order to:

- Emphasize the importance of being explicit and intentional about addressing each category of effort;
- Recognize that some districts and communities may not have the resource capacity to implement all eight buckets, and

different activities and strategies promote and undergird meaningful changes in adult behaviors/skills and changes to the system itself.



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This table describes the intention of each component of the Framework:

| <div> <div> <div>Bucket</div> <div>The eight major categories of effort that structure a comprehensive approach to PreK-3rd grade reform.</div> </div> <div>→</div> <div> <div>Overarching Goal</div> <div>A broad statement of what each bucket/ category of effort aims to achieve.</div> </div> </div> | | | |
|---|---|--|--|
| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
| <p>Culled from research and evidence-based practices, these activities are essential to a comprehensive PreK-3rd grade approach.</p> | <p>Effective PreK-3rd reforms require stakeholders across the system to act in different ways in order to change the overall system so that high-quality developmentally based instruction is prioritized.</p> <p>This column highlights sample indicators, categorized by key stakeholder group, all changed actions at the system level.</p> <p>These indicators must directly back to the PreK-3rd activities in the prior column.</p> | <p>This column provides a means for self-assessing the inclusiveness of PreK-3rd activities.</p> <p>To be doing the most comprehensive PreK-3rd work, all cities should be checked.</p> <p>If only one or two ticks are checked, this can serve as a guide for how to strengthen or enhance a PreK-3rd grade strategy.</p> <p>These self-assessment methods are neither comprehensive nor exhaustive, but provide quick examples of how to think about the depth of a PreK-3rd approach.</p> | <p>This column provides a definition of the approach for evaluating the activities within this bucket and, example methods and tools for evaluating them.</p> <p>Most methods should be administered early in implementation to collect baseline data and then repeated later to allow for comparisons.</p> <p>Whenever possible, methods to assess activities should be triangulated using two or more methods to assess the same activity.</p> |

Why are child outcomes not included?

The ultimate goal of PreK-3rd grade approaches is to improve child outcomes and close achievement gaps. Child outcomes should always be kept front-and-center in planning, implementing, and evaluating PreK-3rd grade efforts. This Framework is based on the premise that there needs to be more intentional focus on the changes that need to occur in adult behaviors/skills, and in the system itself, in order to reach child outcomes with the greatest

Suggested Ways to Use the Framework

For Planning a PreK-3rd Grade Approach:

Focus on the first two columns (PreK-3rd Strategies and Example System-Level Indicators) as a way to strategically think about and plan for activities to implement as part of a school district or community's PreK-3rd Grade approach.

Consider: Which buckets and activities are most important to tackle first in order to build momentum for longer-term change? Which activities are in line with existing capabilities? What changes can be expected to be seen when the activities are implemented?

For Implementing a PreK-3rd Grade Approach:

Focus on the first three columns of the Framework (PreK-3rd strategies, Example System-Level Indicators, and Depth of Implementation/Alignment) as a way to think about how to strengthen or deepen a school district's or community's implementation efforts.

Consider: Are you implementing a lot of strategies, but not seeing the results you seek? Is implementation deep enough to make a difference for children? If not, why not, and what can be done to increase implementation comprehensiveness and effectiveness?

For Evaluating a PreK-3rd Grade Approach:

Focus on the last three columns (Example System-Level Indicators, Depth of Implementation/Alignment, and Example Evaluation Approach) as a guide to tracking and measuring progress and results.

Consider: Where is implementation not meeting expectations and why? Where do you need more in-depth evaluation to either demonstrate the effectiveness of your PreK-3rd efforts or to recognize potential problem areas and solutions?

Cross-Sector Work



Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between 0-5 and K-12.

| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|--|---|--|---|
| Governance Establish and support, formalize (e.g., formal organizational and cross-sector) boards or committee that formalizes decision-making roles and responsibilities among partners and prioritizes PreK-3rd efforts. | District Administrators/Community Leaders <ul style="list-style-type: none"> Establish board, committee, or other entity with explicit responsibility for guiding and making decisions about PreK-3rd efforts. Identify and engage both school- and community-based partners as key participants. | Principals/Site Administrators <ul style="list-style-type: none"> Identify and create formal linkages with the primary early learning programs that send children to particular elementary schools/feeder patterns. Establish a PreK-3rd leadership group that includes both school- and community-based leaders and is responsible for building teamwork across age/grade levels. Teachers/Families <ul style="list-style-type: none"> Prioritize their time and resources for guiding PreK-3rd efforts to have credibility and influence. Demonstrate shared language and understanding of PreK-3rd. | Decision-making entities meet consistently and membership includes: <ul style="list-style-type: none"> K-12 Head Start Community-based preschools/child care Family child care After-school and extended-learning programs Other community stakeholders |
| Strategic Plans Develop, share, and regularly update a strategic plan for the PreK-3rd work that reflects shared commitment to improving outcomes for children. | District Administrators/Community Leaders <ul style="list-style-type: none"> Lead the development and regular updating of community-based needs assessments that identify child/family demographics and feeder mobility patterns for public schools. Develop a shared vision and a strategic plan for PreK-3rd. Publish and release the PreK-3rd vision and plan. Incorporate shared PreK-3rd language, goals, and metrics into the district or organization's own strategic plan and public statements. | Principals, Teacher <ul style="list-style-type: none"> Demonstrate support of the PreK-3rd vision and strategic plan and understand the strategy. Integrate PreK-3rd goals into school improvement plans. | Strategic plan includes: <ul style="list-style-type: none"> Explicit roles and responsibilities for each partner Benchmarks for progress Commitment to be updated annually Availability to the public |
| Funding Generate, reallocate, leverage, connect, and/or solicit public and private funds to ensure PreK-3rd efforts are adequately funded to ensure effective implementation. | District Administrators/Community Leaders <ul style="list-style-type: none"> Increase allocated funding for PreK-3rd. Identify the variety of federal, state, local, and private funding sources (e.g., Title I, Title II, Special Education, Head Start, Child Care Development Block Grant, private foundations) that are key resources for funding PreK-3rd, and coordinate and fund resources to address PreK-3rd goals. Partner with private philanthropic partners to secure "pilot funding" that supports collaborative cross-sector work. | Principals/Site Administrators <ul style="list-style-type: none"> Use funding sources (e.g., combination and blend) to ensure that staff with instructional responsibility, support, and intervention programs are full-time employees, consistently and meaningfully work with teacher teams, and engage with families. | Funding strategies for PreK-3rd include: <ul style="list-style-type: none"> "Glue money" to support a sustainable, on-going cross-sector leadership team Expansion of public investment in programs and services that directly serve/serve high-risk children, PreK-3rd goals More than two sources of public funds At least one source of private funds |

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Administrator Effectiveness



Administrators (district superintendents, school principals, early childhood directors) actively create a culture and organizational structures that ensure the quality of PreK-3rd grade learning.

| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach | |
|--|---|---|---|--|
| Visible Leadership Administrators demonstrate that PreK-3rd is a priority to both internal and external stakeholders | District Administrators/Community Leaders <ul style="list-style-type: none">• Increase the number of and strengthen partnerships between districts, Head Start grantees, child care organizations, public school districts, early learning initiatives, extended-learning programs, and other community-based programs• Develop clear and consistent communication on about PreK-3rd as a priority in both internal (e.g., district strategic plans, teacher newsletters) and external (e.g., web sites, family newsletters) platforms | <ul style="list-style-type: none">• Establish expectations that principals and program administrators focus on core PreK-3rd goals and minimize the number/variety of initiatives that compete for teachers' attention Principals/Site Administrators <ul style="list-style-type: none">• Increase the number of partnerships between elementary schools, the early learning programs that feed into them, and families• Strengthen the consistency and depth of partnership between schools and local early learning programs so they are used to be meaningful and mutually beneficial | Administrators are active leaders in partnerships that are demonstrated to be: <ul style="list-style-type: none"><input type="radio"/> Collaborative<input type="radio"/> Inclusive of multiple partners<input type="radio"/> Effective at creating change<input type="radio"/> Visible to the public (e.g., families)<input type="radio"/> Credible to policymakers | EVALUATION PURPOSES: <ul style="list-style-type: none">• Identify the depth of administrators' involvement in PreK-3rd grade, services, and provide formative, focused data demonstrations (beginning of year, and/or going)• Understand how administrators' support of and inspection/instruction is perceived by teachers and families (end of year)• Verify strength of partnerships across stakeholders and gather formative feedback on how to improve. |
| Foster Teamwork Administrators foster teamwork among individuals, especially teachers, at all levels within the PreK-3rd work. | District Administrators/Community Leaders <ul style="list-style-type: none">• Establish and support teamwork among schools, principals, and early learning directors/administrators.• Establish a vision and expectations for principals/administrators to build and support constructive teamwork among teachers Principals/Site Administrators <ul style="list-style-type: none">• Support regular, inclusive, and shared professional development among teachers in both age/grade-level, horizontal and cross-grade vertical teams, in ways of both school- and community-based teachers. | <ul style="list-style-type: none">• Engage and support teacher teamwork by involving teacher teams in setting professional development agendas and materials selection• Demonstrate innovative efforts to create and standardize time for school- and community-based teachers to work together across different, only, weekly, quarterly, and school year calendars. Teachers <ul style="list-style-type: none">• Participate in regular professional learning communities with other teachers at the age/grade level (horizontal)• Participate in regular professional learning communities with teachers in other age/grade levels (vertical) | Administrators support teamwork that includes teachers from: <ul style="list-style-type: none"><input type="radio"/> School-based PreK<input type="radio"/> Community-based early learning programs<input type="radio"/> Head Start<input type="radio"/> Kindergarten<input type="radio"/> First Grade<input type="radio"/> Second Grade<input type="radio"/> Third Grade<input type="radio"/> After-school and extended-learning programs<input type="radio"/> School programs/staff (e.g., School Education Therapist, occupational/physical therapists) | EXAMPLE METHODS: <ul style="list-style-type: none">• Survey our interview of superintendents, principals, other administrators, teachers.• Case study of evolving relationships between administrators, teachers, and other key stakeholders.• 360° surveys for principals, superintendents, and other administrators.• Network/partnership planning of relationships between schools, early learning, and community-based programs.• Observations of administrator-convened and led meetings of teachers and other stakeholders. |
| Instructional Leadership Administrators are effective instructional leaders, PreK-3rd. | District Administrators/Community Leaders <ul style="list-style-type: none">• Participate in annual professional development related to the learning and development of children birth through age 8.• Actively develop and cultivate their own and others' leadership skills, and increasing learning opportunities for young children.• Establish and implement effective induction programs and ongoing supervision/evaluation of site administrators and teachers who work in PreK-3rd grade settings. Principals/Site Administrators <ul style="list-style-type: none">• Participate in annual professional development related to the learning and development of children birth through age 8. | <ul style="list-style-type: none">• Use student outcome data to inform decisions about instructional strategies, learning environment, teacher assignment, professional development priorities.• Conduct regular classroom observations for the purpose of providing constructive and supportive feedback to teachers• Assign strong teachers to PreK-3rd grade classrooms. Teachers <ul style="list-style-type: none">• Receive feedback received from principals and administrators to be constructive and supportive.• Demonstrate common instructional practices across classrooms. | Administrators are accountable for: <ul style="list-style-type: none"><input type="radio"/> Improving their own knowledge and skills related to supporting effective instruction for young learners<input type="radio"/> Setting high expectations for both teacher and student learning<input type="radio"/> Tracking student progress<input type="radio"/> Using fair and valid tools to inform the conversations with teachers about effective instruction | |

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Teacher Effectiveness



Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children, PreK-3rd grade.

| PreK-3rd Strategies | Example Implementation Indicators | | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|---|--|--|--|--|
| <p>Focus on Instruction</p> <p>Teachers' professional education and development are focused on effectively supporting children's language/reading, math, social, and emotional development, and on differentiating instruction for all young learners.</p> | <p>District Administrators/Community Leaders</p> <ul style="list-style-type: none"> Invest in a systematic approach to teacher professional development that is grounded in child development and focused on effective instruction. <p>Principals/Site Administrators</p> <ul style="list-style-type: none"> Direct and support cross-sector and cross-grade professional development opportunities for teachers that reflect best practices. Ensure that the majority of teachers' annual professional development is informed by current research and student-based data, focused on effective instruction, and structured to build collegial relationships among teachers. | <p>Teachers</p> <ul style="list-style-type: none"> Demonstrate effective support of children's language/reading, math, and social and emotional development. Demonstrate consensus effectiveness in responding to individual children's development and learning needs. Demonstrate leadership in identifying, delivering, and evaluating timely content for their own professional development. | <p>Common professional development is provided to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School-based PreK <input type="checkbox"/> Community-based early learning programs <input type="checkbox"/> Head Start <input type="checkbox"/> Kindergarten <input type="checkbox"/> First Grade <input type="checkbox"/> Second Grade <input type="checkbox"/> Third Grade <input type="checkbox"/> Classroom pairs/professionals, PreK-3rd <input type="checkbox"/> Teachers in after-school and extended-learning programs | <p>EVALUATION PURPOSES:</p> <ul style="list-style-type: none"> Identify effectiveness of teachers', professional development, as measured by improving classroom practices. Verify the effectiveness of teacher collaboration and teamwork to improve instruction and classroom practices. |
| <p>Visible Practice</p> <p>Observations of classroom practices are regularly used to assess and improve teachers' effectiveness in creating high-quality instructional, social, and emotional climates.</p> | <p>Principals/Site Administrators</p> <ul style="list-style-type: none"> Use observational tools to assess teacher practices and effectiveness and provide constructive feedback to teachers on areas of strength and improvement. Support teachers in moving their practices. Provide release time and other supports for teachers to observe each others' classrooms. | <p>Teachers</p> <ul style="list-style-type: none"> Use observational tools to observe each others' classroom practices and effectiveness, to identify areas of disconnect, and to provide peer-to-peer feedback. Perceive feedback received from principals and other learners on instructional effectiveness to be constructive and supportive. Use feedback received to improve their practices. | <p>Classroom observations are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducted at least twice during each school year <input type="checkbox"/> Conducted by administrators and teachers at same age/grade level <input type="checkbox"/> Conducted by teachers' one age/grade level above and one age/grade level below <input type="checkbox"/> Linked to professional development | <p>EXAMPLE METHODS:</p> <ul style="list-style-type: none"> Surveys of teachers, principals, and/or instructional coaches before and after professional development and/or classroom observations with feedback occurs. Classroom observations (consistently through the year), based on an established tool with clear indicators. Document review of professional development materials, observational tools. Budget tracking (on resources for professional development). Teacher logs of instructional practices. |
| <p>Work as Teams</p> <p>Teachers work as teams, both horizontally and vertically, to monitor instruction and effectiveness in the classroom.</p> | <p>Principals/Site Administrators</p> <ul style="list-style-type: none"> Demonstrate innovative efforts to create and schedule time for school- and community-based teachers to work together across different, daily, weekly, quarterly, and school-year calendars. Have evidence that teacher instruction and effectiveness are improving over time. <p>Teachers</p> <ul style="list-style-type: none"> Engage with their peers to assess, reflect on, and improve their own teaching practices. Have instructional coaches and mentors with whom they interact regularly. | <ul style="list-style-type: none"> Demonstrate a shared language about student learning. Demonstrate common and cohesive instructional practices (across classrooms) that are developmentally appropriate and differentiated to meet the needs of all children. Demonstrate knowledge of instructional practices across the full PreK-3rd grade continuum, not just the age/grade-level for which they are responsible. | <p>Teachers spend time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing each others' classroom practices <input type="checkbox"/> In grade-level teams discussing data (both child and classroom) and improvement strategies <input type="checkbox"/> In cross-grade teams discussing data (child, classroom, and grade-level) and improvement strategies <input type="checkbox"/> Sharing data and strategies with instructional coaches and others who provide supplemental services to children <input type="checkbox"/> Identifying and sharing professional development content that meets the self-identified needs. | |

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Instructional Tools



Standards, curricula, and assessments focus on both academic and social-emotional skills, and are aligned to create instructional coherence, PreK-3rd grade.

| PreK-3rd Strategies | Example Implementation Indicators | | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|---|--|---|--|---|
| Standards Meaningful, rigorous, and aligned standards are used to articulate what children are expected to learn. | Superintendents, Principals, Teachers, Community-based Partners <ul style="list-style-type: none"> Demonstrate a developmentally informed understanding of what young children, PreK-3rd, need to know and be able to do. Use formal, and state level (and other) alignment, rubrics, to inform their work. Develop learning progressions that support children's continuous progress from year to year. Regularly use standards and learning progressions in professional development and family conferences. | Families <ul style="list-style-type: none"> Know that standards exist across PreK-3rd and understand how they are used in schools and early childhood programs. Demonstrate understanding of how standards support the children's learning and educational success. | The standards: <ul style="list-style-type: none"> Include cognitive, literacy/language/communication, math, social-emotional, and physical development. Are aligned along a developmental continuum, birth through age 8 (grade 3). Are regularly discussed in professional development for teachers/administrators and, with parents. | EVALUATION PURPOSES: <ul style="list-style-type: none"> Determine if the content of standards, curriculum, and assessment are focused on PreK-3rd, goals and principles. Determine the degree to which standards, curricula, and assessments are aligned with one another. Ensure that teachers, families, and administrators understand the value added by aligned instructional tools. Gauge the degree to which aligned instructional tools are being implemented with and across classrooms. |
| Curricula Curricula that are balanced, intentional, relevant, and developmentally selected, and implemented. | District Administrators/Community Leaders <ul style="list-style-type: none"> Require and support the use of common curricula and assessments across PreK-3rd grade. Engage teachers in selecting common curricula, and assessments and in developing a cohesive, common framework. Principals/Site Administrators <ul style="list-style-type: none"> Provide professional development for school- and community-based teachers around curricula, assessments, and their integration with classroom practices. | Teachers <ul style="list-style-type: none"> Participate in selecting common curricula and assessments that address both academic skills and social-emotional well-being. Engage in professional learning communities that discuss this instruction and the linkages among curricular goals, content, and teaching strategies. Use consistent instructional strategies across classrooms. | Curricula are: <ul style="list-style-type: none"> Research-based. Aligned with state standards. Support foundational competencies. Guide both the process and content of teaching. Annually reviewed, then refined, replaced, or retired. | EXAMPLE METHODS: <ul style="list-style-type: none"> Superintendent survey or interviews. Principal survey or interviews. Document review and alignment analysis of PreK-3rd standards, common curricula, and/or assessments. Teacher (PreK-3rd) surveys. Parent survey or focus group, at least once during the school year. Classroom observations, using established tools. |
| Assessments A comprehensive, assessment system that includes diagnostic, formative, and summative tools is used to understand students' progress. | District Administrators/Community Leaders <ul style="list-style-type: none"> Establish and regularly update district-level inventories of appropriate assessment tools and data markers. Implement a common data system that measures academic progress, social, emotional, and physical development, and other markers of child learning and development. Provide data to schools and early learning programs in a timely manner so that data can be used to inform instruction and make site-level decisions. Principals/Site Administrators <ul style="list-style-type: none"> Use assessment data to monitor and improve individual student, school-wide learning, and teaching practices. Build assessment loops in which data are shared between early learning programs and schools. | Teachers <ul style="list-style-type: none"> Use common and consistent diagnostic and screening assessments, across age/grade levels, to identify children who need extra help and connect them with support services and additional instruction. Use common and consistent formative and summative child assessments to reflect on and improve their teaching practices. Families <ul style="list-style-type: none"> Participate in assessment efforts by both providing and receiving honest, accurate, and regular information about their child's progress across multiple domains. | Assessment systems include: <ul style="list-style-type: none"> Diagnostic assessments Formative assessments/Progress monitoring Summative assessment An aligned system of standards, curriculum, instruction, and assessments exists for all classrooms in: <ul style="list-style-type: none"> School-based PreK Common ty-based early learning programs Head Start Kinderquarian Grades 1-3 | |

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Learning Environment



The physical space and emotional environment (campuses, buildings, schools, and classrooms) promote collaborative relationships, actively engage all children in a variety of learning experiences and settings, and support the health and wellness of children and adults.

| PreK-3rd Strategies | Example Implementation Indicators | | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|---|---|---|--|---|
| <p>Culturally Inclusive</p> <p>Learning environments are welcoming and reflect the community of children and their families, home communities, cultures, and languages.</p> | <p>District-, Site-, and Community-Based Administrators</p> <ul style="list-style-type: none"> Use national, regionized tools and rubrics to evaluate and rate the quality of learning environments, PreK-3rd grade. Designate space and resources for families to meet with teachers and to access culturally inclusive resources that support their children's learning. Ensure that cultural and linguistic responsiveness is a priority for all school and program staff. | <p>Teachers</p> <ul style="list-style-type: none"> Demonstrate understanding of how to create and maintain cultural and linguistic responsiveness in their classrooms. Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) that reflect diverse language, cultures, and home communities. | <p>Annual classroom-based assessments:</p> <ul style="list-style-type: none"> Address structural variables (e.g., class size, student-teacher ratio, classroom arrangement) Address socio-emotional climate and teacher-child interactions | <p>EVALUATION PURPOSES:</p> <ul style="list-style-type: none"> Determine the degree to which physical learning spaces are organized, managed, and supported to provide diverse environments for learning <p>EXAMPLE METHODS:</p> <ul style="list-style-type: none"> Quality Rating and Improvement Systems School/Classroom observations Superintendent survey or interviews Phonics survey or interviews Teacher/PreK-3rd surveys Resource inventory (e.g., of classroom objects and materials) Inventory of facilities to identify their availability, access policy, primarily to supplement resources |
| <p>Promote Relationships</p> <p>Learning environments provide a climate that promotes positive interactions and supportive relationships for children and adults.</p> | <p>District-, Site-, and Community-Based Administrators</p> <ul style="list-style-type: none"> Establish priorities and plans for every building to have dedicated resources that promote staff collaboration, adult learning, and joint decision-making (e.g., time, opportunity, and space for adults to meet and work together comfortably) Support teachers' efforts to improve quality (e.g., professional development, resource allocation) | <p>Teachers</p> <ul style="list-style-type: none"> Demonstrate an understanding of creating and maintaining environments that are conducive to child learning (e.g., well-managed classrooms that promote young children's executive functioning, including self-regulation, of emotions, and behavior) Report satisfaction about the space, materials, and climate for their teamwork, on-going professional development, and partnerships with families. | <p>Annual classroom-based assessments are used to:</p> <ul style="list-style-type: none"> Inform professional development for teachers Inform professional development for administrators, facilities managers, instructional coaches, and other key stakeholders Support planning for resource allocation | |
| <p>Structured to Support Diverse Learners</p> <p>Learning environments are organized and provided with resources to support a wide range of development, abilities, and interests.</p> | <p>District-, Site-, and Community-Based Administrators</p> <ul style="list-style-type: none"> Fixate multiple indoor and outdoor spaces exist that support active project-based learning Ensure learning environments support learning by multi-age/grade-level groups Ensure learning environments provide appropriate space for individualized instruction Ensure learning environments provide access for children and adults with disabilities | <p>Teachers</p> <ul style="list-style-type: none"> Establish environments that support individual and small-group, and whole-group learning Organize classrooms and learning environments that exhibit order, safety, and clear routines so that children are not distracted or spend excessive time in transitions Have well-organized classrooms that exhibit clear routines and access to high-quality materials that support diverse learning activities Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) | <p>Learning Environments are assessed annually in:</p> <ul style="list-style-type: none"> School-based PreK Community-based early learning programs Head Start Kindergarten First Grade Second Grade Third Grade After-school and extended-learning programs | |

PR Award # CA19B150023

Data-driven Improvement



Current, relevant, and high-quality data from multiple sources are used to improve schools, programs, classrooms, instruction, professional development, and other systems.

| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|---|--|--|---|
| Child-based Data Data from child-based assessments are used to identify achievement gaps and to drive instructional improvement. | District Administrators/Community Leaders <ul style="list-style-type: none"> Demonstrate understanding of appropriate uses of data and support data systems that gather, store, and disseminate data. Establish and support common measurements and consistent data reporting mechanisms across schools and programs. Demonstrate commitment to using data to identify and address achievement gaps by providing data disaggregated by student sub-groups (e.g., dual language learners, race/ethnicity, socioeconomic status). Principals/Site Administrators <ul style="list-style-type: none"> Ensure aggregated data are available by classroom, age/grade level, and schoolwide. Use data to allocate resources to provide tiered levels of intervention. Use data to inform, establish, and deliver professional development priorities. Share data among early learning programs and schools (e.g., assessment tools). | Teachers <ul style="list-style-type: none"> Know what data are available on students, classrooms, and schools and demonstrate understanding of how to use data to improve the quality of classrooms and to differentiate instruction. Use progress monitoring tools to understand children's strengths and needs. Families <ul style="list-style-type: none"> Have access to data about their own child, classrooms, and programs/schools. Understand the data available and how to use them to support their children's learning. | Data on children's learning and development are used to improve instruction, differentiate resources for children, and strengthen collaboration between teachers, families, and administrators in: <ul style="list-style-type: none"> School-based PreK Community-based early learning programs Head Start Kindergarten First Grade Second Grade Third Grade After-school and extended learning programs Social Education and other support programs EVALUATION PURPOSES: <ul style="list-style-type: none"> Determine that the appropriate kind and amount of data are collected on a regular basis. Determine that data collected are being used in ways that drive and support instructional improvement. Evaluate the degree to which data are being used to differentiate supports to schools, teachers, and children. EXAMPLE METHODS: <ul style="list-style-type: none"> Parent survey or interviews Data system audit Teacher (PreK-3rd) surveys Parent survey or focus groups, at least once during the school year |
| School/Program-based Data Other meaningful data markers (e.g., classroom observations; student attendance; family engagement) are used frequently as resources to support PreK-3rd efforts. | Principals/Site Administrators <ul style="list-style-type: none"> Develop expectations and processes that ensure multiple data sources are used to understand student progress, instructional effectiveness, and overall program improvement. Ensure teachers receive professional development on data availability, accessibility, and use. Discuss data on instructional quality with teachers in joint PreK-3rd meetings. Teachers <ul style="list-style-type: none"> Participate in training on data availability and use. Integrate data into family conferences. Use data to understand and address achievement disparities. | Families <ul style="list-style-type: none"> Discuss data with their children's teachers. Understand what the data mean by their children, both inside and outside of the classroom. | Both child- and school/program-based data are used to: <ul style="list-style-type: none"> Identify patterns of achievement across sub-groups of children Identify target areas for improvement in school / program effectiveness Allocate resources to address timely and critical needs Inform and engage families Inform both public and political constituencies |

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Engaged Families



Families are actively and systemically involved with PreK-3rd teachers and administrators as full partners in helping their children develop, learn, and achieve.

| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|---|--|--|---|
| Core Priority Teachers, administrators, and all staff in schools and programs understand the importance of, and employ strategies for, engaging families. | District Administrators/Community Leaders <ul style="list-style-type: none"> • Incorporate family engagement into strategic plans • Incorporate family engagement into evaluations of principals and site administrators • Support the development and use of professional development, toolkits, manuals, and other resources that reflect family engagement research and best practices, including different approaches for families' diverse cultural backgrounds • Designate a senior-level officer responsible for family engagement | Principals/Site Administrators <ul style="list-style-type: none"> • Incorporate family engagement into evaluations of teachers and other staff • Provide ongoing professional development and technical assistance focused on family engagement to all formal and program staff • Designate dedicated and welcoming space where families can gather and teachers and families can meet • Provide opportunity and time for teachers to engage with families Teachers <ul style="list-style-type: none"> • Regard family engagement as an essential element of their job | At the school or program level: <ul style="list-style-type: none"> <input type="checkbox"/> Family engagement is an implicit goal or priority <input type="checkbox"/> Is an intentional and stand-alone focus in annual professional development for administrators, teachers, and other "family-facing" staff <input type="checkbox"/> Written documents (curriculum, toolkits, etc.) that focus on family engagement are available and regularly updated EVALUATION PURPOSES: <ul style="list-style-type: none"> • Gauge the degree to which families perceive themselves to be active partners in their child's learning • Ensure that family engagement is a clear priority |
| Two-Way Communication Schools and programs establish regular two-way communication approaches to dialogue with, and to learn from, families | District Administrators/Community Leaders <ul style="list-style-type: none"> • Link family engagement to district's or community's instructional goals • Establish expectations and processes that provide families with a variety of dialogue (e.g., attendance; academic progress; social connections) Principals/Site Administrators <ul style="list-style-type: none"> • Link families to support resources (e.g., GED training, mental health services) through collaborations with community partners | Teachers <ul style="list-style-type: none"> • Provide regular, accessible, and multi-modal opportunities for engaging families in understanding and supporting their child's progress (e.g., parent-teacher conferences, home visits, parent-to-parent email) • Create opportunities to engage with families in order to develop deeper understanding of each child's progress from home, community, and cultural perspectives Families <ul style="list-style-type: none"> • Perceive there are adequate opportunities for engagement in their children's education • Sustain their engagement over time from PreK-2nd grade | At the school or program level: <ul style="list-style-type: none"> <input type="checkbox"/> Multiple events occur to share children's academic and social progress with families <input type="checkbox"/> Families receive contact in various forms (e.g., group, verbal, web-based, at home, at school) <input type="checkbox"/> Family engagement itself is a data marker that is gathered and used to improve overall efforts EXAMPLE METHODS: <ul style="list-style-type: none"> • Superintendent interviews • Principal surveys or interviews • Document review (of teacher reports to families, training materials) • Teacher surveys or focus groups • Parent surveys or focus groups, at least once during the school year |
| Shared Leadership/Decision-making Families, teachers, and administrators share decision-making for student success. | District Administrators/Community Leaders <ul style="list-style-type: none"> • Designate teams of teachers, administrators, and families that build site-level capacity for family engagement • Host family community partner panel academies or family leadership institutes in which parents learn how to guide their children's educational success • Support families to share their cultural wisdom to inform definitions of and strategies to achieve educational success | Teachers <ul style="list-style-type: none"> • Engage families in the setting of educational goals for their children Families <ul style="list-style-type: none"> • Participate in setting goals for their child's school/program through leadership roles on site-based management teams • Perceive that they are heard and that their voice counts in setting goals for their own children | Families are included in: <ul style="list-style-type: none"> <input type="checkbox"/> School/program's improvement planning processes <input type="checkbox"/> Developing and updating family engagement policies/expectations at district, community, and site levels <input type="checkbox"/> The governing board or committee that holds decision-making responsibility for PreK-3rd priorities |

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Continuity and Pathways

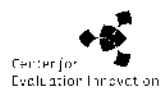


Every child, especially those most at risk for school failure, has access to a continuity of services and a clear pathway of high-quality education from PreK through 3rd grade.

| PreK-3rd Strategies | Example Implementation Indicators | Self-Assess Depth of Implementation/Alignment | Example Evaluation Approach |
|--|---|---|---|
| <p>Access and Continuity of Services</p> <p>Children's access to high-quality learning opportunities is expanded and extended, especially for children most at risk.</p> | <p>District Administrators/Community Leaders</p> <ul style="list-style-type: none"> Have a clear understanding of the demographic characteristics of children and the availability of high-quality programs/activities in the community. Annually update a mapping of "feeder patterns" of children into public schools and/or mobility patterns of children, PreK-3rd. Increase the number of slots available for children to attend full-day PreK as 4-year-olds. Increase the number of slots available for children to attend full-day Kindergarten as 5-year-olds. Increase the children's access to after-school, extended learning opportunities, and community supports. | <p>Teachers</p> <ul style="list-style-type: none"> Have a clear understanding of the demographic characteristics of children in their classrooms. Demonstrate an understanding of resources available to extend the child's learning time, in both school-based and community-based programs. <p>Families</p> <ul style="list-style-type: none"> Have accessible information about early learning and after-school programs, extended learning opportunities, and community supports. | <p>PreK-3rd Grade governance entities include plans to expand access to:</p> <ul style="list-style-type: none"> Infant/toddler services (0-3) PreK for 3-year-olds PreK for 4-year-olds Full-day, every-day Kindergarten After-school programs and services Licensed learning opportunities (including summer programs) Other community supports <p>EVALUATION PURPOSES:</p> <ul style="list-style-type: none"> Ensure that children are actually experiencing a high-quality PreK-3rd pathway. <p>EXAMPLE METHODS:</p> <ul style="list-style-type: none"> Superintendent survey or interviews. Principal survey or interviews. Enrollment and attendance tracking. Document review (of transition policies and forms). Teacher surveys or focus groups, at least twice during the school year. Parent survey or focus groups, at least once during the school year. |
| <p>PreK-3rd Grade Pathways</p> <p>Policies and practices are in place that focus on ensuring a stable pathway of high-quality learning opportunities for every child from PreK through 3rd grade.</p> | <p>District Administrators/Community Leaders</p> <ul style="list-style-type: none"> Develop data-informed means to understand feeder patterns into elementary schools and student mobility across programs/grade levels. Create new feeder patterns by aligning eligibility and enrollment policies and practices. <p>Principals /Site Administrators</p> <ul style="list-style-type: none"> Expand and strengthen partnerships across early learning/school feeder patterns. Establish common transition forms and processes across all classrooms, settings, and age/grade levels. Establish policies and practices that match the most at-risk students with the teachers who can best support them, year after year (e.g., intentional classroom assignment, teacher/learning, mixed-age classrooms). Establish connections with after- and non-school supports and services (e.g., early intervention, child welfare, health). | <p>Teachers</p> <ul style="list-style-type: none"> Understand transition forms and processes. Review incoming students' files/portfolios prior to start of school year, and provide similar information to their students' next-year teachers. Connect students with after-school and non-school supports and services. <p>Families</p> <ul style="list-style-type: none"> Perceive their child is receiving a high-quality continuum of learning, PreK-3rd. Know how and why to advocate for their child to have a clear, high-quality educational pathway from PreK-3rd grade. | <p>Policies and practices exist for children's transition from:</p> <ul style="list-style-type: none"> PreK to K K to 1st grade 1st grade to 2nd grade 2nd grade to 3rd grade 3rd grade to 4th grade |

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Suggested Citation: Kauerz, K. & Coffman, J. (2013). Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches. Seattle, WA: College of Education, University of Washington.

The development of this paper and the brief on *Evaluating PreK-3rd Grade Reforms* were generously funded by the Foundation for Child Development, the W.K. Kellogg Foundation, the W. Clement and Jessa V. Stone Foundation, and the Bill & Melinda Gates Foundation.

Appendix E.4.1. Program Monitoring and Research Activities

| Monitoring Process Description: | Who is Involved: | Frequency: |
|---|---|--|
| Self Assessment: Grantees and their local partners will begin with the self-assessment: <i>A Framework for Planning, Implementing and Evaluating PreK to 3rd Grade Approaches</i> | LEA's and their Early Learning Providers | At grant award and reviewed and updated annually thereafter. |
| Tier One Monitoring: High Level Preschool Expansion Program inter-agency team will oversee the development of policy and working procedures related to (a) the delivery of high quality preschool programming, (b) evaluation, (c) local monitoring and (d) lines of responsibility of LEAs and community partners. . Will also be charged with the design and implementation of an evaluation/longitudinal study that takes place over the life of the federal expansion grant | Representatives of DEEC, DESE, and DHE and a contracted research partner (to be identified.) | Will meet a minimum of 4x per year for the life of the grant. . Will receive quarterly reports from Tier Two and aggregate into state-wide reporting. |
| Tier Two Monitoring: Direct oversight of the LEAs and their contract partners in the development of the MOU and delivery of grant-funded services. Will assess progress on grant milestones in each community and develop specific Continuous Quality Improvement (CQI) plans as needed, to include progress towards securing comprehensive services, family and community engagement, and creating a comprehensive public-private early childhood system as part of the local preschool to Grade 3 continuum. Will assess and support program quality through verification of program policies and completion of formal professional development, classroom observations, and assessment using several evidenced based measurement tools, including ECERS. Will support advancement within the tiered QRIS system. | Regional Monitoring Teams made up of: DEEC Regional Staff in each LEA grantee region: Regional Director, Program Licensors, PQS (QRIS) Staff, CFCE Specialists, and EPS (Professional Development) staff Together with the following local community partners: District Superintendent's designee LEAs and LEPs, CFCE Grantees, EPS Grantees, CCR&Rs | Will meet monthly to monitor, support and provide technical assistance to LEA grantees and ELP partners. . Will require quarterly progress reports from each grantee using the specific and measurable outcomes outlined in each MOU. |
| Fiscal/ Contract Monitoring: <u>For LEA:</u> Will ensure that the financial management systems of each of the LEAs meet standards related to financial reporting, accounting records, internal | DEEC Fiscal and Contract Monitoring Staff | Full on-site and desk reviews will take place annually. All |

Appendix E.4.1. Program Monitoring and Research Activities.

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| controls, budget controls, allowable costs, source documentation, cash management, non federal audits, and other grant related requirements. <u>For ELP:</u> will review the existing fiscal and internal control systems to ensure systems are effective in operating and managing the preschool programs funded through this grant. Will examine a preselected number of provider files using a random sampling methodology in order to ensure that: (1) all forms are properly completed, signed, and dated; (2) the required eligibility documentation has been received to support a family's income, residence, and relationship to child(ren) in childcare; (3) attendance records consisting of the sign in/sign out sheets and daily attendance log mirror the contractor's Service Delivery Report to ensure enrollment goals are met and that services are provided for all eligible days; and (4) all fiscal documentation is available. | | grant payments will be preceded by review of related invoices and related contract performance measures have been met. |
|---|--|--|

Monitoring of programs will be supported by the following research initiatives at all levels of grant activity:

| Child Level: | Program/Classroom Level: | Overall Grant Impact: |
|--|--|--|
| <ul style="list-style-type: none"> Formative assessments of each individual child generated at the classroom level that look at all domains of child development [C(3) and E(5)]. Direct pre- and post-assessments of children's mathematic, language, literacy, and social emotional development from a sample of participating preschoolers in each of the five LEAs during Year 2. This will provide for verification of reported results based on the formative assessments and to | <ul style="list-style-type: none"> Pre- and post-assessments to measure the emotional, organizational, and instructional supports provided by classroom teachers using an evidence based assessment tool such as the Classroom Assessment Scoring System (CLASS); and | <ul style="list-style-type: none"> The longitudinal study of child, family, and program outcomes funded jointly by LEAs and DEEC and designed by DEEC with guidance from the Interagency Advisory Team. |

Appendix E.4.1. Program Monitoring and Research Activities.

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| allow for course correction; | | |
|------------------------------|--|--|

Data and IT Support. IT staff will work with each grantee and each sub-grantee, as needed, to ensure that every child enrolled in preschool under this grant is assigned a state Student Identification number (SASID), has a comprehensive child- and family-profile, and that the profile is modified as needed to accommodate inclusion of child-assessment data and provider information.



MASSACHUSETTS
Department of
Higher Education

Massachusetts Definition of College and Career Readiness

Approved by Massachusetts Board of Elementary and Secondary Education on February 26, 2013; Massachusetts Board of Higher Education on March 12, 2013.

Overview

Massachusetts students who are college and career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century.

Beyond achieving college and career ready levels of competence in English Language Arts / Literacy and Mathematics, all high school students should develop a foundation in the academic disciplines identified in the MassCore course of study,¹ build competencies for workplace readiness as articulated in the Integrating College and Career Task Force Report,² and focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals. Massachusetts will use its 2011 curriculum frameworks,³ which include the Common Core State Standards, as the basis for an educational program that provides students with the academic knowledge, skills and experiences that are essential to postsecondary educational, career, and personal success.

Essential Competencies

Learning

Students who are college and career ready in English Language Arts / Literacy will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, or technical courses; certificate or workplace training programs requiring college-level reading and writing; or a comparable entry-level reading and writing course at the institution. College and career ready students in English Language Arts/ Literacy will be **academically prepared** to:

- Read and comprehend a range of sufficiently complex texts independently.
- Write effectively when using and/or analyzing sources

- Build and present knowledge through research and the integration, comparison, and synthesis of ideas
- Use context to determine the meaning of words and phrases

Similarly, students who are college and career ready in Mathematics will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit bearing courses in College Algebra, Introductory College Statistics, or technical courses; certificate or workplace training programs requiring an equivalent level of mathematics; or a comparable entry-level math course at the institution. College and career ready students in Mathematics will be ***academically prepared*** to:

- Solve problems involving the major content with connections to the mathematical practices
- Solve problems involving the additional and supporting content with connections to the mathematical practices
- Express mathematical reasoning by constructing mathematical arguments and critiques
- Solve real world problems, engaging particularly in the modeling practice

Successful achievement of specified levels of competence in English Language Arts / Literacy and Mathematics will be required for students to be placed into entry-level courses in college or participate in certificate or workplace training programs without the need for remediation.

Workplace Readiness

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. College and career ready students will demonstrate:

Work Ethic and Professionalism

- Attendance and punctuality expected by the workplace
- Workplace appearance appropriate for position and duties
- Accepting direction and constructive criticism with a positive attitude and response
- Motivation and taking initiative, taking projects from initiation to completion
- Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics

Effective Communication and Interpersonal Skills

- Oral and written communication appropriate to the workplace
- Listening attentively and confirming understanding
- Interacting with co-workers, individually and in teams

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

Qualities and Strategies

Preparation for college and career should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. In high school, students should demonstrate:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed.
- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs

Together these attributes provide the framework for college and career readiness and support educational and workplace success as well as serve as the basis for being an active participant in our democracy.

¹ MassCore is a rigorous and comprehensive four year course of high school study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

² See ICCR Task Force Report

³ See current Massachusetts Curriculum Frameworks.

Background

Development of Massachusetts Definition of College and Career Readiness

In September 2010 Massachusetts came together with 22 other states in the nation to form the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC consortium states are working together to develop a common set of K-12 assessments in English language arts/literacy and mathematics aligned to the Common Core State Standards and anchored in what it takes to be ready for college and careers. The new assessments will help build a pathway to college and career readiness by the end of high school, track students' progress toward this goal, and provide teachers with timely information to inform instruction and provide student support. These next-generation assessments will also send clear signals to students about their readiness for postsecondary coursework while they still have time to address any gaps. In addition, the entire effort is designed to lead to better alignment between higher education and K-12 with regard to a definition of college readiness.

Higher education and elementary and secondary education in the PARCC states are collaborating closely in developing the PARCC assessments. Working together at the national level, representatives of the two sectors developed a structure by which both sides have an equal voice in deciding key matters affecting the character of the assessments—such as the underlying definition of college and career readiness—that affect both higher education and K-12. Each PARCC state, including Massachusetts, committed to developing structures within their states that would similarly engage both sectors in close collaboration, information sharing and decision making.

During the spring and summer of 2011, the Massachusetts Departments of Elementary and Secondary and Higher Education worked together to develop an engagement structure for the Commonwealth that would afford meaningful input and deliberation on the PARCC work—starting with defining college and career readiness—from education stakeholders at the local, regional and statewide levels. The structure included the provision that major policy decisions on key matters related to the PARCC assessments would be brought to the Board of Higher Education and the Board of Elementary and Secondary Education. Massachusetts hosted a statewide launch conference for this work in October 2011.

In December 2011, Richard Freeland, Commissioner of the Massachusetts Department of Higher Education, and Mitchell Chester, Commissioner of the Massachusetts Department of Elementary and Secondary Education, initiated two related “readiness activities” in the P-16 community. Commissioner Freeland requested that all public college and university presidents establish Engagement Teams on each campus, bringing together faculty and staff with P-12 teachers and school/district leaders, and that these Teams collaborate in the development of a shared definition of college readiness for Massachusetts by organizing discussions at the local level and through the Regional Readiness Centers.

During the spring of 2012 the P-16 Campus Engagement Teams, collaborating with over 500 P-16 educators, developed statements on college readiness which, while distinctive in style and language, shared a focus in three interrelated areas—a set of core academic competencies; cognitive skills and strategies; and dispositions and habits of mind. The Engagement Teams also urged support for a Massachusetts definition that would encompass all high school students' preparation for their postsecondary paths by addressing both college and career readiness. By June 1, 2012, the 25 institution presidents submitted their P-16 Campus Engagement Team reports on defining college readiness.

In December 2011, the Board of Elementary and Secondary Education (BESE) appointed a 36-member task force of business, education, and community leaders to develop recommendations on better integrating college and career readiness into K-12 education. The Integrating College and Career Readiness Task Force (ICCR), chaired by BESE member Gerald Chertavian, included Commissioner Freeland and other representatives from higher education as members. The Task Force was charged to identify: "power" standards (knowledge and skills) inherent in a core career development education program; indicators of career readiness, including student assessments; and policies and programs that provide multiple pathway options to integrate knowledge and skills for career and postsecondary education readiness; as well as to adopt a clear, measurable definition of career readiness.

The ICCR Task Force defined career readiness as follows: "Career readiness means an individual has the requisite knowledge, skills and experiences in the academic, workplace readiness and personal/social domains to successfully navigate to completion an economically viable career pathway in a 21st century economy." The ICCR Task Force Report was presented to the Board of Elementary and Secondary Education on June 26, 2012.

The definitions developed and submitted by the P-16 Campus Engagement Teams and the ICCR Task Force in the spring of 2012 stated clear support for the integration of college and career readiness in Massachusetts' work to develop a shared statewide definition. The readiness perspectives of the Engagement Teams and ICCR Task Force were synthesized and a draft Massachusetts definition was prepared for review by a statewide 14-member coordinating council co-chaired by Commissioners Chester and Freeland and comprised equally of P-12 and higher education representatives. A draft definition of college and career readiness reflecting the council's feedback was circulated among education, business and community groups during the summer of 2012. Of more than 1360 survey participants who responded by October 2012—47% from higher education, 48% from P-12 and 5% other—more than 80% supported the draft definition. In November, the statewide coordinating council convened to finalize the shared draft definition and to recommend its consideration by the Board of Elementary and Secondary Education and the Board of Higher Education.

Massachusetts' draft definition conveys that a high school graduate who is "college and career ready" is a student prepared, on a college path, to enroll in entry-level, credit-

bearing college courses without the need for remediation; and on a job and career path, to participate in certificate training programs and workplace training programs.

The definition also builds upon the Commonwealth's focus on English language arts and mathematics as the specific academic areas that will be assessed by PARCC and then used in the postsecondary environment to help determine readiness for—or placement into—entry-level, credit-bearing courses. Thus, Massachusetts' definition of college and career readiness is designed to link to the Commonwealth's future K-12 assessment instruments and higher education placement policy for English language arts and mathematics.

Finally, the definition is based on the foundation that students will have developed consistent, challenging, intellectual growth, in all subject areas, throughout their high school program as a result of the full implementation of the Massachusetts Curriculum Frameworks (which include the Common Core State Standards) and the MassCore recommended course of study. Underpinning Massachusetts' definition of College and Career Readiness are all of the Commonwealth's P-12 teaching and learning policies that address students' diverse learning challenges and support the abilities of all students' to learn and achieve.

| Subgrantee School Districts | | |
|-----------------------------|-----------------|-------------------|
| Order | School District | Superintendent |
| 1 | Boston | John M. McDonough |
| 2 | Holyoke | Sergio Paez |
| 3 | Lawrence | Jeffrey Riley |
| 4 | Lowell | Jean Franco |
| 5 | Springfield | Daniel Warwick |

Boston Public Schools

Office of the Superintendent

October 8, 2014

Mr. Thomas L. Weber, Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Interim Superintendent of Boston Public Schools (BPS) to confirm our commitment to serve as a Subgrantee in the City of Boston for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Boston Public Schools is excited at the opportunity that the Preschool Development Grants -- Expansion Grant presents for our city. We look forward to working with EEC to implement expanded preschool opportunities with the following Early Learning Providers such as:

- YMCAs of Greater Boston;
- Nurtury; and
- Action for Boston Community Development (ABCD).

In Boston, our efforts to expand preschool access will build on our nationally recognized preschool program. BPS has already designed an effective model of blending the BPS professional development system and curriculum into 14 community based classrooms in 10 programs. This model builds off of the best of both worlds and assures that all students regardless of setting will succeed from kindergarten to college.

Boston Public Schools commits to working with EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;

3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication to enroll isolated or hard-to-reach families and engage parents and families as decision-makers in their children's education; and
5. Participating in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

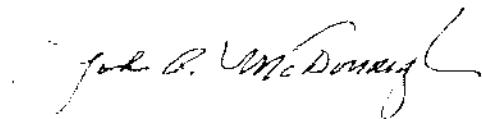
We understand that by accepting the role of Subgrantee we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

We also understand that if EEC determines that we are not meeting our goals, timelines, budget, or annual targets or is in some other way not fulfilling applicable requirements - it will take appropriate enforcement action. Such action could include initiating a collaborative process to resolve the disagreements with Boston Public Schools, or initiating enforcement measures available to EEC under applicable State or Federal law.

Boston Public Schools believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Boston Public Schools fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million). We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



John P. McDonough
Interim Superintendent



Holyoke Public Schools

57 Suffolk Street – Holyoke, Massachusetts 01040

Tel. (413) 534-2005 Fax. (413) 534-2297

spaez@hps.holyoke.ma.us

Dr. Sergio Páez, Superintendent of Schools

October 7, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Superintendent of Holyoke Public Schools to confirm our commitment to serve as a Subgrantee in the City of Holyoke for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Holyoke Public Schools is excited at the opportunity that the Preschool Development Grants -- Expansion Grant presents for our city and we look forward to working with EEC to implement expanded preschool opportunities with the following Early Learning Providers:

- Valley Opportunity Council; and
- Holyoke-Chicopee-Springfield Head Start.

This opportunity is especially relevant and timely for our school district. Holyoke Public Schools is the leader and convener of the Holyoke Early Literacy Initiative (HELI), a vibrant and purposeful citywide endeavor that focuses on the practical promotion of early literacy and learning for our city's children. The work of HELI is carried out by a broad representation of community stakeholders. Our collaboration is focused on four primary objectives: (1) Kindergarten Readiness; (2) Family Engagement; (3) Instructional Improvement; and (4) Attendance.

In the realm of Kindergarten Readiness, which is most closely aligned with the goals of this grant opportunity, we have made great strides. We recently opened three HELI Pre-Kindergarten classrooms. These classrooms are truly a collaborative endeavor; each is located in one of three downtown public schools and administered by our above-named local anti-poverty agency and local Head Start. We are currently designing joint professional development activities for these Pre-Kindergarten teachers and their Kindergarten colleagues, with the aim of coordinating and aligning assessments, curriculum, rituals and routines, and family engagement strategies.

HPS and our community partners have also developed a series of culturally competent, linguistically appropriate, and research-based "On Track For Literacy" Indicators for children from birth to age 5. Our HELI "On Track For Literacy" Indicators have become a touchstone of our work on early learning across the city:

"A community working together to prepare our students for their future."

PR/Award # S419B150023

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
October 7, 2014
Page Two

These indicators serve as the foundation for family outreach and education about early literacy and learning. Holyoke Public Schools' Kindergarten Screening Tool was recently revised to more closely reflect the "On Track For Literacy" Indicators. These indicators are also being utilized as the basis of professional development in early learning in our school district and in community agencies, health centers, and early intervention programs.

In addition to our work with our community partners, Holyoke Public Schools' own Joseph Metcalf School houses a laudable Pre-Kindergarten program that serves as a model for preschool classes around the city. Metcalf School is the hub for all early childhood screening and referrals in the city of Holyoke. Metcalf School aligns its pedagogical practices and professional development with the district's K to 12 system in order to ensure that all children in the pre-kindergarten program are fully ready for Kindergarten – including students with disabilities as well as English Language Learners. To that end, Metcalf School implements Universal Design Learning strategies, which serve to bridge gaps between these students and their peers. In synch with our district practices, Metcalf School's instructional leaders and instructional staff utilize a data inquiry cycle to inform the development of curriculum and instructional practice for all students.

Our city and our school district are very well-positioned to make effective use of the opportunities afforded us by this grant opportunity, in collaboration with other Subgrantees and EEC.

Holyoke Public Schools commits to working with EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
October 7, 2014
Page Three

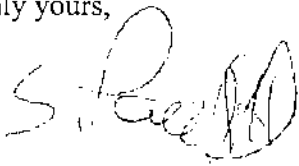
We understand that by accepting the role of Subgrantee we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

We also understand that if EEC determines that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Holyoke Public Schools, or initiate such enforcement measures available to EEC, under applicable State or Federal law.

Holyoke Public Schools believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success. Holyoke Public Schools fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Very truly yours,



Dr. Sergio Pácz
Superintendent

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Superintendent and Receiver of Lawrence Public Schools to confirm our commitment to serve as a Subgrantee in the City of Lawrence for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Lawrence Public Schools is excited at the opportunity that the Preschool Development Grants -- Expansion Grant presents for our city and we look forward to working with EEC to implement expanded preschool opportunities with the following Early Learning Providers:

- Community Day; and
- Greater Lawrence Community Action Program.

This past year the Lawrence Public Schools opened nine new full-day preschool classrooms that could serve up to 180 students. One of our school's also expanded the day for kindergarten students to 7.5 hours per day, while providing additional enrichment activities. These two pilot initiatives are extremely critical as we work towards improving early education in Lawrence.

Lawrence Public Schools commits to working with EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and

5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

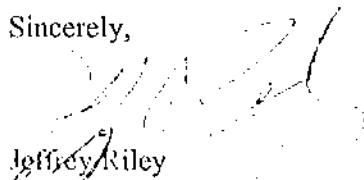
We also understand that if EEC determines that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Lawrence Public Schools, or initiate such enforcement measures available to EEC, under applicable State or Federal law.

Lawrence Public Schools believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Lawrence Public Schools fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Jeffrey Riley
Superintendent/Receiver
Lawrence Public Schools



LOWELL PUBLIC SCHOOLS

Henry J. Mroz Central Administration Offices
Edith Nourse Rogers School
155 Merrimack Street
Lowell, MA 01852

Jean M. Franco
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
email: jfranco@lowell.k12.ma.us

October 7, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Superintendent of Lowell Public Schools to confirm our commitment to serve as a Subgrantee in the City of Lowell for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Lowell Public Schools is excited at the opportunity that the Preschool Development Grants -- Expansion Grant presents for our city and we look forward to working with EEC to implement expanded preschool opportunities with the following Early Learning Providers:

- Community Teamwork, Inc
- Little Sprouts

The Lowell Public Schools has a long history of community collaboration with key stakeholders in the area of early childhood education through its Early Childhood Advisory Council (ECAC). As lead agent for several EEC grants, including CFCF, Lowell Public Schools/ECAC has taken an active role in school readiness and the birth to grade three initiative. The ECAC provides critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. ECAC fulfills its mission by ensuring access to: early learning experiences for children prenatal to age eight, including on-going brain building opportunities and parent child playgroups; school readiness initiatives; early childhood resources and information; family support and education; access to advocacy of early childhood issues; developmental screening; and transition supports from home to school, early intervention, preschool, kindergarten, special education, and out-of-school time.

Lowell Public Schools commits to working with EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;

2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

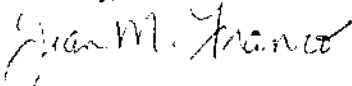
We understand that by accepting the role of Subgrantee we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

We also understand that if EEC determines that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Lowell Public Schools, or initiate such enforcement measures available to EEC, under applicable State or Federal law.

Lowell Public Schools believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Lowell Public Schools fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million). We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Jean Franco
Superintendent of Lowell Public Schools



Central Office
1550 Main Street, 2nd Floor
P.O. Box 1410
Springfield, MA
01103-1410

SPRINGFIELD PUBLIC SCHOOLS - SPRINGFIELD, MASSACHUSETTS

Daniel J. Warwick
Superintendent of Schools
warwickd@sps.springfield.ma.us
Tel. 413.787.7087
Fax 413.787.7171

October 7, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Superintendent for the Springfield Public Schools to confirm our commitment to serve as a Subgrantee in the City of Springfield for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Springfield Public Schools is excited at the opportunity that the Preschool Development Grants - Expansion Grant presents for our city and we look forward to working with EEC to implement expanded preschool opportunities with the following Early Learning Providers:

- Square One;
- YMCA of Greater Springfield; and
- Holyoke-Chicopee-Springfield Head Start.

Springfield currently provides preschool programming for approximately 1200 in either the Montessori model or in our integrated half and full day preschool programs for students with disabilities. Springfield's current preschool programs utilize (curriculum, interventions, assessments, etc...) Springfield also provides related services supports for other preschool programs outside of the Springfield Public Schools. Our programs serve approximately 40-50% of the incoming kindergarten cohort. This grant will allow us to develop a state of the art preschool program that allows for close collaboration between public and private programs including centralizing resources, sharing best practices and the provision of increased opportunities for consistent and effective preschool programming.

Springfield Public Schools commits to working with EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

One School, All Partners: A Culture of Quality & Engagement

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

We also understand that if EEC determines that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Springfield Public Schools, or initiate such enforcement measures available to EEC, under applicable State or Federal law.

Springfield Public Schools believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Springfield Public Schools fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Daniel J. Warwick
Superintendent of Schools

The Springfield Promise: A Commitment to Equity & Excellence

2

| Order | Community Partners |
|-------|---|
| 1 | YMCAs of Greater Boston |
| 2 | Nurtury |
| 3 | Action for Boston Community Development |
| 4 | Valley Opportunity Council |
| 5 | Holyoke-Chicopee-Springfield Head Start |
| 6 | Community Day |
| 7 | Greater Lawrence Community Action Program |
| 8 | Community Teamwork, Inc. |
| 9 | Little Sprouts |
| 10 | Square One |
| 11 | Holyoke-Chicopee-Springfield Head Start |
| 12 | YMCA of Greater Springfield |



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the President & CEO of the YMCA of Greater Boston to confirm our commitment to serve as a partner with the Boston Public Schools (BPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

The YMCA of Greater Boston remains a strong partner with the Boston Public Schools to ensure that every child has the opportunity to reach their full potential. The YMCA is the largest provider of early education and out-of-school time programs in the Commonwealth with 25 sites located within a Boston Public School. Through the Blueprint for Child Achievement, we are insuring that every child has the opportunity to learn, grow and thrive by focusing on quality of staff, curriculum and the built environment.

YMCA of Greater Boston commits to working with BPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and

5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and BPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and BPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with the YMCA of Greater Boston, or initiate such enforcement measures available to EEC and BPS, under applicable State or Federal law.

The YMCA of Greater Boston believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

The YMCA of Greater Boston fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Kevin Washington
President & CEO
YMCA of Greater Boston

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Chief Operating Officer of Nurtury, Inc. (Nurtury) to confirm our commitment to serve as a partner with Boston Public Schools (BPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Nurtury delivers a comprehensive set of services that holistically address the core needs of low-income children. These services include a robust education program that develops children's social/emotional, physical, cognitive and language skills, as well as programs that address the critical issues of poverty and instability that surround our young students and make it so challenging for them to focus on learning.

Nurtury's six early care and education centers deliver services to more than 500 children from birth to age five, in Chinatown, Dorchester, Hyde Park, Jamaica Plain, Roslindale, Roxbury, the South End, and low-income neighborhoods in Cambridge. Our centers NAEYC accredited centers provide breakfast, lunch, and snack—making up 2/3 of our children's daily nutrition. Every center provides care for children ten hours of every working day, as well as transportation to and from home for families that need it. In addition, Nurtury operates a family care system comprising 130 educators who serve more than 900 children from birth to age 5 throughout the cities of Boston, Chelsea, and Revere. Nurtury provides training and support to help family child care providers achieve high standards in early education, the physical environment, and nutrition.

Further, this past May Nurtury opened the doors of a \$(b)(4) child and adult Learning Lab at the Bromley-Heath public housing development in Jamaica Plain. Inside the LEED Gold building, programs combine a variety of educational and family support services to create a campus of care and education for children, their parents, teachers and residents of the surrounding community. Working with partners that include ABCD, Harvard Center on the Developing Child, Urban College, WGBH, and Boston Children's Hospital among others, the Lab will become a hub of innovation that furthers the field of child development.

Nurtury commits to working with BPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and BPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and BPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Nurtury or initiate such enforcement measures available to EEC and BPS, under applicable State or Federal law.

Nurtury believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Nurtury fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Tucker Levy
Chief Operating Officer
Nurtury, Inc.

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education
and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the President/CEO of Action for Boston Community Development, Inc. (ABCD) to confirm our commitment to serve as a partner with Boston Public Schools (BPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

As the largest Head Start grantee in New England, ABCD has been preparing both children and families for life-long learning for almost fifty years. ABCD Head Start and Children's Services programs support parents as their child's first educator and provide comprehensive services for children and families including positive parent-child relationships, family well-being, health, nutrition, and social services. These are in addition to a strategic school readiness plan with connections to the greater Boston community. Our child development and education approach recognizes individual differences in language, culture, and learning styles. We have been evaluating child outcomes and setting improvement goals in education since 2007, and these include strategies for dual language learners and an inter-agency approach to refer and support children with special service needs. As part of our ongoing school readiness efforts progress of children is assessed three times annually, and based on these outcomes, we plan trainings, revise policies, set goals, and communicate with partners to gain the needed support and program services for our children and families.

We routinely partner with the BPS, many community based organizations, such as WGBH and Jumpstart, and higher education institutions to better serve our families and their young children. For example, we have been in a partnership for several years with Tufts University, through a grant from the National Science Foundation, to incorporate curriculum and professional development specifically designed for dual language learners. As a result, last year we began a national pilot program through Education Development Center, (EDC) to support the latest research on Dual Language Learners. This is our second year of the

“Planned Language Approach” which emphasizes strong classroom language models and a focus on 5 targeted areas of language and literacy development essential for all children. We will begin a “Math Games” project this year with EDC to bolster children’s awareness of math concepts, key to future success in school.

In addition to our ongoing work with EEC, we have collaborated with other state agencies that are focused on the well-being of young children, including the Department of Children and Families and the Department of Transitional Assistance. Most recently, we have worked closely on outreach with the Children’s Trust Fund, whose child safety curriculum has been a hallmark of our parent trainings citywide.

ABCD has developed a strong early childhood professional development network, including a longstanding partnership with the Boston Children’s Museum that provides Head Start teachers with training on how to use the Museum as an extension of their classroom. Each year, the partners choose a topic to emphasize for training, such as literacy, math, or nutrition. All classrooms visit the Museum at least annually. In addition, the Museum facilitates a visit by Wolf Trap, the nationally known arts and creativity institute provides an Artist in Residence in one program each year.

We also have significant collaborations and initiatives in the areas of health and nutrition, including partnerships with Children’s Hospital, Boston Medical Center, Boston University, Northeastern University, the New England Eye Institute and others in order to meet the significant physical and mental health needs of our families and provide awareness of critical health and nutrition issues, such as asthma, obesity, smoking cessation and sensory impairments.

Our commitment to the children and families of Boston is strong, and we continually strive to provide all our children with the best possible chance at succeeding in school and the ability to maintain a path of life-long learning.

ABCD commits to working with BPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts’ application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children’s education; and

5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

ABCD understands that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and BPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and BPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Action for Boston Community Development, Inc. or initiate such enforcement measures available to EEC and BPS, under applicable State or Federal law.

We believe that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

ABCD fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

John J. Drew
President/CEO
Action for Boston Community Development, Inc.

cc: John McGahan, Board Chair
Sharon Scott-Chandler, Executive Vice President
Yvette Rodriguez, Vice President Head Start and
Children's Services



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55 Mt. Carmel Avenue, Chicopee, MA 01013
413.552.1554 • Fax: 413.552.1558

Stephen C. Huntley,
Executive Director

Serving Chicopee and Holyoke
and Surrounding Communities

Energy Assistance

Nutrition

Early Education & Care

Youth Services

College Access

Adult Education

Senior Services

Housing

Money Management

Transportation

Preschool Enrichment Team

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of The Valley Opportunity Council, Inc. (VOC) to confirm our commitment to serve as a partner with Holyoke Public Schools (HPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Valley Opportunity Council's Center Based Early Education and Care Program participates in the following initiatives that support the delivery of quality services to the families of children enrolled at our six centers:

1. The Holyoke Early Literacy Initiative(HELI), which includes:
 - Participation on the HELI Leadership Team
 - The HELI Kindergarten Readiness Working Group
 - The HELI Family Engagement Working Group
 - The E.N. White Pre Kindergarten Classroom
2. The EEC Quality Rating and Improvement System(QRIS). We're at Level 3 in five of our six programs and just reached Level 1 with our new program at HPS E.N. White School.
3. The EEC Peer Assistance and Coaching Program
4. The Cooking Matters Nutrition Program, along with VOC WIC
5. The Building Stronger Centers/CEDAC
6. The EEC Mental Health Initiative

VOC commits to working with HPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways: • • •



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Stephen C. Huntley,
Executive Director

**Serving Chicopee and Holyoke
and Surrounding Communities**

Energy Assistance

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Adult Education

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Preschool Enrichment Team

Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system; Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support; Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model; Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants--Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and HPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and HPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with VOC, or initiate such enforcement measures available to EEC and HPS, under applicable State or Federal law.

VOC believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.



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413.552.1554 • Fax: 413.552.1558

Stephen C. Huntley,
Executive Director

VOC fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million). We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Stephen C. Huntley
Executive Director

**Serving Chicopee and Holyoke
and Surrounding Communities**

Energy Assistance

Nutrition

Early Education & Care

Youth Services

College Access

Adult Education

Senior Services

Housing

Money Management

Transportation

Preschool Enrichment Team

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of Holyoke•Chicopee•Springfield Head Start, Inc. to confirm our commitment to serve as a partner with Holyoke Public Schools (HPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

HCS Head Start is committed to providing low children and their families with a BEACON OF HOPE and source of support for a brighter future. We strive to do so by providing high quality comprehensive child development services to enrolled children and empowering families to achieve stability in their home environment.

Holyoke•Chicopee•Springfield Head Start, Inc. commits to working with HPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Sub-grantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and HPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and HPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with HCS Head Start, or initiate such enforcement measures available to EEC and HPS, under applicable State or Federal law.

HCS Head Start believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

HCS Head Start fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Sub-grantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely

(b)(6)

Janis Santos
Executive Director
Holyoke•Chicopee•Springfield Head Start, Inc.

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education
and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of Community Day Care Center of Lawrence, Inc. to confirm our commitment to serve as a partner with Lawrence Public Schools (LPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Since 1969, Community Day Care Center of Lawrence (d/b/a The Community Group - TCG) has been guided by our unwavering belief in the power of early childhood education. Today, TCG manages programs in public schools, including a preschool program within the Lawrence Public Schools as well as early childhood classrooms in our three PreK – Grade 8 public charter schools. In addition, TCG manages EEC-licensed early childhood programs, including a Family Child Care System of more than 50 family child care providers; a NAEYC-accredited private center-based program serving over 250 children from toddlers through kindergarten; and an infant/toddler center for teen parents, located on the campus of Lawrence High School.

As our agency has grown over the last four decades, we have served a leader in the region and the Commonwealth by promoting expanded access to child care as well as continual quality improvement within our agency and statewide. These efforts have included:

- **Regional provider of resource and referral services:** *Child Care Circuit*, established in 1982 by TCG, provides childcare resource, referral, data, and voucher management for 63 cities and towns, each year helping thousands of families access high quality care and education for their children.
- **Use of data to drive quality improvement:** TCG has developed strong systems of measuring outcomes, collecting and analyzing data, and using data to drive program improvement. Our capabilities range from targeted analysis of child-level outcomes in individual classrooms; to school and district-level data analysis that informs professional development and school/district improvement efforts; to large-scale database management that benefits statewide stakeholders, such as the regional data that *Child Care Circuit* collects on children, families, and providers.
- **Use of state and national quality measures to drive program improvement:** TCG has been an active participant in the EEC Quality Rating and Improvement System (QRIS) since its pilot year in 2010; all TCG programs and providers currently participate in the QRIS system. Multiple programs, including our largest early childhood program, Community Day Learning Center, are accredited by NAEYC.

- **Family engagement:** Families play a key role in the development and implementation of TCG programs; the growth of the agency has been driven by family needs since its inception. TCG encourages many forms of family engagement, including opportunities for families to take on leadership roles in many of our programs. Programming is culturally and linguistically appropriate, ensuring that families are able to communicate with program staff and educators in their home language (Lawrence is 74% Hispanic; the vast majority of families speak Spanish at home).
- **Collaboration and Dissemination:** TCG is currently leading a Birth – Grade 3 alignment effort in Lawrence with the support of a Race to the Top Birth to Grade Third Grade strategy grant from EEC. TCG's position as an agency that spans the Birth – Third Grade continuum makes us well positioned to lead this effort, and our experience leading collaboration and dissemination efforts have strengthened our ability to convene multiple stakeholders around a common goal. TCG has participated in many successful collaborations and dissemination efforts, including: our highly effective collaborations with Lawrence Public Schools on school and district and reform efforts; our dissemination efforts around data-driven instruction in district and charter schools in Massachusetts and beyond; and family/community engagement collaborations with other agencies focused on improving outcomes for children and families in Lawrence.

Community Day Care of Lawrence, Inc. commits to working with LPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all

applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and LPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and LPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Community Day Care of Lawrence, Inc., or initiate such enforcement measures available to EEC and LPS, under applicable State or Federal law.

Community Day Care of Lawrence, Inc. believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Community Day Care of Lawrence, Inc. fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Sheila Balboni
Executive Director
Community Day Care of Lawrence, Inc.

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of Greater Lawrence Community Action Council, Inc. (GLCAC) to confirm our commitment to serve as a partner with Lawrence Public Schools (LPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

At GLCAC, (b)(1) Head Start/Early Head Start children and (b)(1) Child Care Center children are already receiving programs and services aligned with the Commonwealth's mixed-delivery system of early education and care. In tandem with these programs, via the Coordinated Family and Community Engagement (CFCE) grant we provide critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. We are currently collaborating with LPS on a five year Full Service Community Schools grant. Titled Project FOCUS (Families in Our Community United in Success), this program is a partnership with LPS and the South Lawrence East Middle School. GLCAC is the fiscal lead and manages the grant. LPS provides space for program activities and participate on the program's planning committee. Through GLCAC, a number of community organizations are contracted to provide programs/services to children and families at the South Lawrence East Middle School.

GLCAC commits to working with LPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;

4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and LPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and LPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with GLCAC, or initiate such enforcement measures available to EEC and LPS, under applicable State or Federal law.

GLCAC believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

GLCAC fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Evelyn Friedman
Executive Director
Greater Lawrence Community Action Council, Inc.



Karen N. Frederick
Executive Director

Germaine Vigeant-Trudel
President

Sheila Och
Vice President

Glenn Goldman
Treasurer

James B. Hogan
Assistant Treasurer

Dennis E. Piendak
Clerk

Building Communities, Changing Lives

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of Community Teamwork on behalf of our Early Learning Programs to confirm our commitment to serve as a partner with Lowell Public Schools (LPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Community Teamwork, Inc. (CTI) is a firm believer that all Massachusetts children deserve high quality early education and care. Since 1965, Community Teamwork has offered full year, full day early education and care programming including Head Start and Early Head Start, as well as numerous other supportive services and programs to tens of thousands of children and families throughout the Greater Lowell area. Currently, CTI operates (b)(4) NAEYC accredited child care centers serving just under (b) infants, toddlers and preschoolers enrolled in both full day, part-day and home-based programming. Our program has been self-assessed and validated as a QRIS level 3 and offers a comprehensive curriculum for children from birth through 5. As part of our commitment to high quality early education, our staff use Teaching Strategies Gold Assessment system to benchmark progress of all children within our care three times per year to assure that they are reaching their full potential. Our goal is to not only assure that every child is ready for kindergarten, but that they have a strong foundation to become lifelong learners.

As the former president of the Massachusetts Association for Early Education and Care, I have personally worked very closely with the City of Lowell's Superintendent's Office on numerous educational initiatives and, on an organizational level CTI has for many years partnered with the Lowell Public Schools. Our Agency has been heavily involved in Lowell's Early Childhood Advisory Council, with Meghan Adams, Asst. Early Learning Director, serving as the co-chair alongside a representative from the Lowell Public Schools. Additionally, our Early Learning Director, Chris Hunt sits on the Executive Committee of the Massachusetts Head Start Association as the Treasurer and on the Head Start State Collaboration Office Advisory Board.

Ph. 978-459-0551

Community Teamwork
155 Merrimack Street, Lowell, MA 01852

Fax: 978-453-9128

www.ctteam.org

PR/Award # S419B150023

Page e237

We also have a very strong relationship with the city of Lowell and have played an integral role in the development of the city's Ten Year Plan to End Homelessness as well as the more recent Gateway City initiative. I am fully committed to expanding our partnership with the Lowell Public Schools through this EEC initiative.

Community Teamwork commits to working with LPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and LPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and LPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Community Teamwork, or initiate such enforcement measures available to EEC and LPS, under applicable State or Federal law.

Community Teamwork believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Community Teamwork fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Karen Frederick
Executive Director
Community Teamwork



LETTER TO COMMISSIONER WEBER

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education
and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the President/CEO of Little Sprouts, LLC to confirm our commitment to serve as a partner with Lowell Public Schools (LPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Little Sprouts has been a leader in early education for over 30 years and is excited to partner with LPS on this initiative. We were a three-time recipient of the Early Reading First award, ensuring our students in Lowell graduated closing the achievement gap for over ten years. In that time we also worked closely with the LPS early childhood department to provide wrap around services for children receiving special education services in the public schools and placing interns in our programs. Little Sprouts is also proud to partake in both UPK and QRIS programs at the state level and has been asked to serve as an advisor on the QRIS revisions. Our Little Sprouts @ Lowell school was a recent recipient of the QRIS grant and through that completed a Continuous Quality Improvement plan and Individual Professional Development Plans with all teachers. This partnership will benefit the children of Lowell, a community we have proudly served since 1998, on multiple fronts.

Little Sprouts, LLC commits to working with LPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;



Preschool Expansion - Summary

3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and LPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and LPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Little Sprouts, LLC, or initiate such enforcement measures available to EEC and LPS, under applicable State or Federal law.

Little Sprouts, LLC believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Little Sprouts, LLC fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Mark Anderegg
President/CEO
Little Sprouts, LLC

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education
and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the President and CEO of Springfield Day Nursery dba Square One to confirm our commitment to serve as a partner with Springfield Public Schools (SPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Square One, formerly known as Springfield Day Nursery, was founded in 1883. Today, Square One has evolved into a multi service community based organization dedicated to improving the lives of at-risk children and families in our community. We serve (b) children daily, 90% of whom are living at or below the poverty level and who are at high risk for school failure, special education, health problems, criminal behavior and teen pregnancy. Many of the children we serve are victims of abuse, neglect, domestic violence and homelessness and lack access to wellness resources and support services. Our mission is to ensure that every child has the opportunity to succeed at school, at work and in life by providing early education and care programs, family support services, health and fitness resources, and a voice in the community.

Square One is the lead agency for the Race To The Top Early Learning Challenge Grant: Birth Through Third Grade Alignment. Our work during the past 3 years has been to develop strong, trusting relationships among the Springfield Public Schools, Head Start and early education and care providers as well as with other community based organizations focused on children birth through 8 years of age, including libraries, mental health agencies, health care providers and hospitals, housing programs, etc. We have developed professional learning communities composed of public school teachers, Head Start teachers and private, nonprofit early education and care teachers. It is our hope that through this Expansion Grant we will be able to put "boots on the ground" and pilot a preschool program for 4 years old through a mixed delivery system of the Springfield School Department, Head Start, and community based early education and care providers, including Square One and the YMCA.

In the past three years, our community has lost capacity to serve (b) infants, toddlers and preschoolers. On June 1, 2011 Square One received a direct hit on one of their early education facilities from a tornado. Gratefully no one was hurt although we lost capacity to serve (b) children. A year later another Square One early education care center was the victim of a gas explosion. Again, luckily, we were closed that day for the Thanksgiving holiday. However, this incident resulted in yet another loss of capacity to serve (b) children. This past year a large

nonprofit early education and care facility went out of business reducing Springfield's capacity by yet another (b) children. The Expansion grant will provide us with the opportunity to provide access for 4 year olds through a mixed delivery system which could be housed under one roof, allowing public school, Head Start and community based early education and care agencies to increase efficiencies and create an integrated system of transitioning children into kindergarten.

Square One has been part of the early education and care leadership locally and statewide for 130 years. We are on a number of policy committees, Advisory Boards, and working groups which promote early learning programs. We are the lead agency for several projects and initiatives aimed at improving the lives of children and families, birth through third grade. We have a robust home visiting and case management program serving (b) families at any one time and this year we are bringing our capacity to the Race To The Top Early Learning Challenge grant to create a team home visiting service with the Springfield Public School teachers and Square One.

Square One commits to working with SPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Sub grantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and SPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and SPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with Square One, or initiate such enforcement measures available to EEC and SPS, under applicable State or Federal law.

Square One believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

Square One fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Sub grantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Joan Kagan
President and CEO
Square One

30 Madison Avenue
Springfield, MA 01105
phone: (413) 788-6522
fax: (413) 788-6679
TTY: (413) 733-2785



EDUCATING children. SUPPORTING families. BUILDING healthy communities.

662 High Street
Holyoke, MA 01040
phone: (413) 536-0363
fax: (413) 536-0928
TTY: (413) 532-2496

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Executive Director of Holyoke•Chicopee•Springfield Head Start, Inc. to confirm our commitment to serve as a partner with Springfield Public Schools (SPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Holyoke•Chicopee•Springfield Head Start, Inc. is committed to providing low-income children and their families with a BEACON OF HOPE and source of support for a brighter future. We strive to do so by providing high quality comprehensive child development services to enrolled children and empowering families to achieve stability in their home environment.

HCS Head Start commits to working with SPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and
5. Participation in a formal Preschool Expansion knowledge network so that all LEAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations

and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and SPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and SPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with HCS Head Start, or initiate such enforcement measures available to EEC and SPS, under applicable State or Federal law.

HCS Head Start believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

HCS Head Start fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Janis Santos
Executive Director
Holyoke•Chicopee•Springfield Head Start, Inc.

October 8, 2014

Thomas L. Weber
Commissioner
Massachusetts Department of Early Education
and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the President and CEO of The YMCA of Greater Springfield to confirm our commitment to serve as a partner with Springfield Public Schools (SPS) for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants -- Expansion Grant.

Our The YMCA of Greater Springfield Learning Centers offer high quality early childhood educational programs to children 4 weeks to 5 years. We offer families the unique opportunity to participate in many extracurricular activities not found in most traditional child care programs. Realizing the importance of each step in a child's learning experiences, our curriculum encourages physical, emotional and cognitive growth. We believe in focusing on each child individually and tailor our curriculum accordingly. We are proud to be accredited by the National Association for the Education of Young Children for maintaining the highest professional standards in curriculum and teaching qualifications. This accreditation lets families know that children in our program are receiving the highest quality in early care experiences. This reinforces our mission of building strong kids, strong families and strong communities beginning with our youngest children.

The YMCA of Greater Springfield commits to working with SPS, EEC, the U.S. Department of Education (ED), and the U.S. Department of Health and Human Services (HHS) to execute the Massachusetts' application for the Preschool Development Grants -- Expansion Grant and its State Plan in the following ways:

1. Continued implementation of the Massachusetts Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences and Kindergarten Learning Experiences to assure a highly effective Birth through Third Grade learning system;
2. Advancing the measurement and monitoring of child, family and program outcomes and the use of this information for reporting purposes and to inform ongoing Continuous Quality Improvement (CQI) and teacher support;
3. Expanding access to High Quality Preschool Programs in the Massachusetts mixed delivery model;
4. Implementing culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families as well as engaging parents and families as decision-makers in their children's education; and

5. Participation in a formal Preschool Expansion knowledge network so that all LIAs and early learning providers statewide can appreciate the learning and advances made through the Preschool Expansion efforts via meetings, conferences tasks, activities, evaluations and information requests described in the Massachusetts Preschool Development Grants-- Expansion Grant application and the State Plan.

We understand that by accepting the role of Subgrantee partner we also agree to comply with all of the terms of the Preschool Development Grants -- Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -- Expansion Grant.

We also understand that if EEC and SPS determine that we are not meeting our goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, that EEC and SPS will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements with The YMCA of Greater Springfield, or initiate such enforcement measures available to EEC and SPS, under applicable State or Federal law.

The YMCA of Greater Springfield believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success.

The YMCA of Greater Springfield YMCA fully supports Massachusetts' application for a Preschool Development Grants -- Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting EEC and its participating Subgrantees in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Kirk R. Smith

President & CEO,

The YMCA of Greater Springfield



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

SEP 16 2014

Mr. David Bunker
Chief Financial Officer
Massachusetts Executive Office of Education
One Ashburton Place, Room 1403
Boston, MA 02108

Reference: Agreement No. 2014-181

Dear Mr. Bunker:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIPAO / ICG
Attention: Frances Outland, Rm. 6044
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Frances Outland at (202) 245-8082 or Frances.Outland@ed.gov.

The next indirect cost rate proposal based on actual data for the year ending June 30, 2014 is due by December 31, 2014. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

INDIRECT COST RATE AGREEMENT
STATE AGENCY

Organization

Massachusetts Executive Office of Education
One Ashburton Place, Room 1403
Boston, MA 02108

Date: SEP 16 2014

Agreement No: 2014-181

Filing Reference: Replaces previous
Agreement No. N/A

Dated: N/A

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|-------------|-------------|------------|-------------|-------------|----------------------|
| Fixed | 07/01/2014 | 06/30/2015 | 6.9% | MTDC | Unrestricted |
| Fixed | 07/01/2014 | 06/30/2015 | 4.3% | MTDC | Restricted |

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds; and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Agency:

Massachusetts Executive Office of Education
One Ashburton Place, Room 1403
Boston, MA 02108

(b)(6)

Signature

David C Bunker Jr.

Name

CFO, Executive Office of Education

Title

September 22, 2014

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

SEP 16 2014

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

ORGANIZATION: Massachusetts Executive Office of Education

Page 3



The Commonwealth of Massachusetts
Office of the Comptroller
One Ashburton Place, Room 901
Boston, Massachusetts 02108

MARTIN J. BENISON
COMPTROLLER

PHONE: (617) 727-5000
FAX: (617) 727-2163
INTERNET: <http://www.mass.gov/osc>

July 23, 2014

Mr. William Concannon
Department of Early Education and Care
51 Sleeper Street, 4th floor
Boston, MA 02210

Dear Mr. Concannon,

The enclosed negotiation agreement involving the FY2014-FY2016 indirect cost rate for the Department of Early Education and Care (EEC) represents an understanding between the Commonwealth and the Department of Education concerning the rate that may be used to support a claim for Federal payment of indirect costs incurred for the performance of a Federal grant or contract. This rate was negotiated in accordance with OMB Circular A-87 and with regulations promulgated by the Secretary of Administration and Finance under Administrative Bulletin #5 (A&F5), dated May 1, 2008, entitled: "Fringe Benefits, Payroll Taxes and Indirect Costs".

The automated indirect cost recovery program used to assess EEC's Federal grants and other non-budgetary accounts will be updated to reflect the approved FY2014-FY2016 rate of 23.13% of modified total direct costs (subsidiary AA-LL and UU object code expenditures - excluding KK and U07). This rate will take effect with the closing of Period 1, BFY2014. This rate will apply to all Restricted and Unrestricted Grants.

The above-referenced administrative regulations prohibit indirect costs from being budgeted on Federal grants and trusts at any rate or amount less than that approved under this agreement without prior authorization of this office.

Jerry Stephenson is available at 617-973-2638 to answer any questions you may have.

Sincerely,

(b)(6)

Howard Merkowitz
Deputy Comptroller

CC: Sean Reynolds

INDIRECT COST RATE AGREEMENT STATE AGENCY

Organization

Massachusetts Department of Early Education and
Care
One Ashburton Place, Room 901
Boston, MA 02108

Date: JUN 25 2013**Agreement No:** 2013-030

Filing Reference: Replaces previous
Agreement No. 2012-138
Dated: 7/6/2012

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|---------------|-------------|------------|-------------|-------------|----------------------|
| Predetermined | 07/01/2011 | 06/30/2013 | 25.00% | MTDC | All Programs |
| Predetermined | 07/01/2013 | 06/30/2016 | 23.13% | MTDC | APWR |

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APWR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. Fixed fringe benefits rates are approved on a state-wide basis by the U.S. Department of Health and Human Services for use by state agencies in Massachusetts. In accordance with OMB Circular A-87-Attachment B, Paragraph 8.d.(3), all terminal leave payments are allocated as indirect costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Agency:

Massachusetts Department of Early Education
and Care
One Ashburton Place, Room 901
Boston, MA 02108

(b)(6)

Signature

Howard Merkowitz

Name

Deputy Comptroller

Title

July 2, 2013

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

JUN 25 2013

Date

Negotiator: David Gause

Telephone Number: (202) 245-8032

ORGANIZATION: Massachusetts Department of Early Education and Care

Page 3

**COMMONWEALTH OF MASSACHUSETTS
INDIRECT COST RATE PROPOSAL
FISCAL YEAR FY2013
BASED ON FY2011 ACTUAL COSTS**

**DEPARTMENT: EARLY EDUCATION AND CARE (EEC)
DIVISION: ALL PROGRAMS**

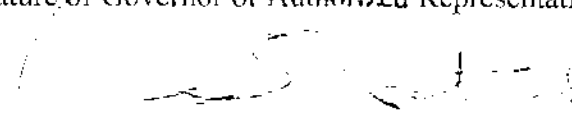
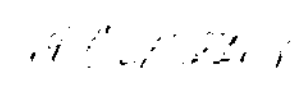

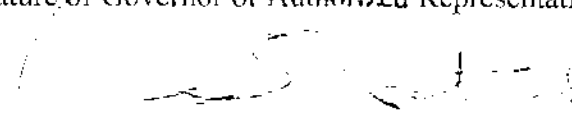
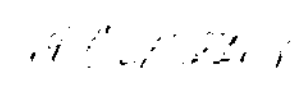

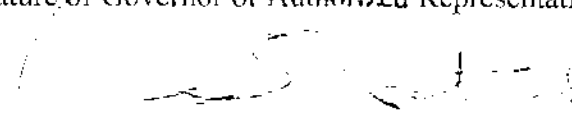
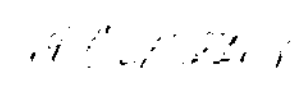

ADMINISTRATIVE POSITIONS IDENTIFIED AS INDIRECT

| <u>POSITION TITLE</u> | Actual FY 2011 |
|---|-------------------------------------|
| 1 COMMISSIONER | \$164,838 Killins, Sherri |
| 2 ADMINISTRATIVE ASSISTANT | \$41,565 Richardson, Sheila |
| 3 DEPUTY COMMISSIONER FOR ADMIN & FINANCE | \$122,064 Concannon, William |
| 4 ASSOCIATE COMMISSIONER FOR ACCOUNTING | \$71,332 Fortier-Hollow, Sandra |
| 5 ASSOCIATE COMMISSIONER FOR BUDGET | \$69,418 Reynolds, Sean |
| 6 DIRECTOR OF HUMAN RESOURCE | \$68,392 Harding, Sarah H |
| 7 GENERAL COUNSEL | \$95,097 Papanikolaou, Constantia T |
| 8 ACCOUNTANT V | \$70,747 Marquez, Loida E |
| 9 AUDITOR IV | \$74,254 Benbenek, Jeffrey A |
| 10 FISCAL MONITOR | \$68,398 Ray, Frank |
| 11 BUDGET ANALYST | \$61,263 Gilmore, Andrea |
| 12 ASSISTANT GENERAL COUNSEL | \$80,824 Karlin, Denise J |
| 13 ASSISTANT GENERAL COUNSEL | \$68,953 Sullivan, Carmel C |
| 14 ASSISTANT GENERAL COUNSEL | \$61,697 Weierman, Thomas P |
| 15 ASSISTANT GENERAL COUNSEL | \$37,624 Emsley, Alicia L |
| 16 CONTRACT SPECIALIST | \$62,224 Carroll, Janee L |
| 17 CONTRACT SPECIALIST | \$64,989 Boyd, Barbara T |
| 18 CORI SPECIALIST | \$54,547 Baccari, Christine |
| 19 ADMINISTRATIVE | \$53,365 Blackburn, Claire E |
| 20 ADMINISTRATIVE | \$28,767 Delaney, Denise M |
| 21 ADMINISTRATIVE | \$48,044 Elwell, Jill D |
| 22 ADMINISTRATIVE | \$46,995 Fisher, Diane L |
| 23 REGIONAL DIRECTOR | \$82,088 Avery, Michael A |
| 24 REGIONAL DIRECTOR | \$76,822 Cohen-Avery, Donna |
| 25 REGIONAL DIRECTOR | \$76,831 Craft, Erin |
| 26 REGIONAL DIRECTOR | \$85,643 Marino, Thomas |

27 REGIONAL DIRECTOR
 28 ACCOUNTS SPECIALIST
 29 ACCOUNTS SPECIALIST
 30 ACCOUNTS SPECIALIST
 31 ACCOUNTS SPECIALIST
 32 CORI SPECIALIST (supervisor)
 33 CORI SPECIALIST
 34 CORI SPECIALIST

\$77,470 Lopez, Alina
 \$64,123 MacFaden, Kathryn M
 \$64,081 Tinker, Sharon E
 \$61,841 Penella, Annette J
 \$4,640 Hickey, Gloria A
 \$67,431 Roccoforte, Lorraine T
 \$43,052 Lovejoy, Renee A
 \$53,737 Lalancette, Robin
\$2,273,157

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

| | | | | | |
|--|---|---|---|---|---|
| Legal Name of Applicant (Office of the Governor): Office of the Governor Commonwealth of Massachusetts | Applicant's Mailing Address: Massachusetts State House Room 360 Boston, MA 02133 | | | | |
| Employer Identification Number: 1-046002284 | Organizational DUNS: 086194854 | | | | |
| Lead Agency: Massachusetts Department of Early Education and Care Contact Name: Commissioner Thomas Weber (Single point of contact for communication) | Lead Agency Contact Phone: 617-988-6612 Lead Agency Contact Email Address: Tom.Weber@state.ma.us | | | | |
| <p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <table style="width: 100%;"> <tr> <td style="width: 60%;"> Governor or Authorized Representative of the Governor (Printed Name): Governor Deval L. Patrick Signature of Governor or Authorized Representative of the Governor:  </td> <td style="width: 40%;"> Telephone: 617-725-4005 Date:  </td> </tr> <tr> <td> Lead Agency Authorized Representative (Printed Name): Commissioner Thomas Weber Signature of Lead Agency Authorized Representative:  </td> <td> Agency Name: Massachusetts Department of Early Education and Care Date: 15 Oct. 2014 </td> </tr> </table> | | Governor or Authorized Representative of the Governor (Printed Name): Governor Deval L. Patrick Signature of Governor or Authorized Representative of the Governor:  | Telephone: 617-725-4005 Date:  | Lead Agency Authorized Representative (Printed Name): Commissioner Thomas Weber Signature of Lead Agency Authorized Representative:  | Agency Name: Massachusetts Department of Early Education and Care Date: 15 Oct. 2014 |
| Governor or Authorized Representative of the Governor (Printed Name): Governor Deval L. Patrick Signature of Governor or Authorized Representative of the Governor:  | Telephone: 617-725-4005 Date:  | | | | |
| Lead Agency Authorized Representative (Printed Name): Commissioner Thomas Weber Signature of Lead Agency Authorized Representative:  | Agency Name: Massachusetts Department of Early Education and Care Date: 15 Oct. 2014 | | | | |

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; and with the debarment and suspension regulations found at 2 CFR Part 3485.

| | |
|--|-------------------------|
| Governor or Authorized Representative of the Governor (Printed Name): <i>Donald L. Waters</i> | |
| Signature: <i>[Signature]</i> | Date: <i>11/1/14</i> |

| Preschool Expansion Grant Letters in Support of Massachusetts Application | |
|---|---|
| Order | Name |
| 1 | Massachusetts Congressional Delegation |
| 2 | Board of Early Education and Care (State Advisory Council) |
| 3 | MA Legislature Education Committee Chairs |
| 4 | Massachusetts Department of Elementary and Secondary Education |
| 5 | Massachusetts Department of Higher Education |
| 6 | Massachusetts Office of Refugees and Immigrants |
| 7 | Massachusetts Department of Public Health - Bureau of Family Health and Nutrition |
| 8 | Massachusetts Department of Housing and Community Development |
| 9 | Massachusetts Department of Mental Health |
| 10 | Massachusetts Department of Children and Families |
| 11 | Mayor Martin Walsh of the City of Boston |
| 12 | Mayor Alex Morse of the City of Holyoke |
| 13 | Mayor Daniel Rivera of the City of Lawrence |
| 14 | Mayor Rodney Elliott of the City of Lowell |
| 15 | Mayor Domenic Sarno of the City of Springfield |
| 16 | Stand for Children |
| 17 | Massachusetts Alliance of YMCA's |
| 18 | Massachusetts Association of Early Education and Care (MADCA) |
| 19 | United Way of Massachusetts Bay and Merrimack Valley |
| 20 | United Way of Pioneer Valley |
| 21 | Massachusetts Association of School Superintendents |
| 22 | Horizons for Homeless Children |
| 23 | SEIU 509 |
| 24 | Reach Out and Read |
| 25 | Massachusetts Head Start Association |
| 26 | Boston Children's Museum |
| 27 | Davis Foundation |
| 28 | World-Class Instructional Design and Assessment (WIDA) |
| 29 | Greater Lawrence Community Action Council |
| 30 | Edward Street Child Services- Region 2 EPS |
| 31 | Southeastern Education Professionals Partnership |
| 32 | Springfield Public Schools |
| 33 | Boston Family Engagement Network with the Boston Public Schools |
| 34 | North Shore Community College |
| 35 | Valley Opportunity Council |
| 36 | Family Services of Central Mass |
| 37 | Springfield City Library-Early Childhood Resource Centers |
| 38 | Barr Foundation |
| 39 | Lowell Early Childhood Advisory Council |
| 40 | Holyoke-Chicopee-Springfield Head Start, Inc. |
| 41 | IBM |

Congress of the United States

October 10, 2014

October 10, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Weber:


The Preschool Expansion Grant program offers a significant opportunity for the Commonwealth of Massachusetts to build off of its accomplishments in strengthening and expanding the state's coordinated system of programs and services for children. We are pleased that the Massachusetts Department of Early Education and Care is applying for this competitive funding on behalf of the communities of Boston, Holyoke, Lawrence, Lowell, and Springfield, and we are writing to express our support for the state's proposal.

In order for children to achieve at high levels and realize success in school and in life, they need a solid foundation for learning. Research shows that access to a quality education from a young age can be a critical part of this foundation, particularly for children who live in poverty, experience multiple risks for developmental delay, or have other special needs.


Under the guidance of Governor Deval Patrick, Massachusetts continues to be a national leader in education. The Commonwealth has made significant progress over the past decade in advancing an early learning system that is aligned with elementary and secondary education curricula, assessment and professional development, has high standards for health, safety, and quality, embraces the mixed delivery system of early education providers, supports a high-quality early education workforce, and engages and respects families. The infusion of \$50 million in federal funding through the Race to the Top – Early Learning Challenge program allowed Massachusetts to accelerate its progress in early education by supporting advancements in program quality, educator quality, and family and community engagement. The state legislature and Governor Patrick have been committed partners on this federal investment, prioritizing early education during the economic recession and increasing funding by over \$30 million during the past two budget sessions. These efforts have provided new access to high-quality programs for more than 5,000 young children and their families.

The Commonwealth's significant progress in building its early education system demonstrates its ability to effectively make use of Preschool Expansion Grant funding. Massachusetts has an excellent foundation to build a high-quality early education system for all children and families, and it is ready to advance a bold strategy for closing persistent academic achievement gaps. We fully support Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested.


Sincerely,



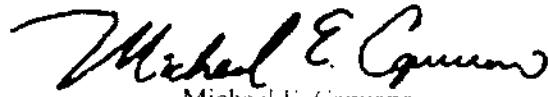
Elizabeth Warren
United States Senator



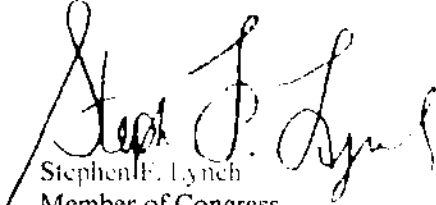
Edward J. Markey
United States Senator



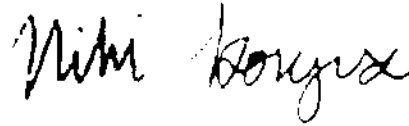
Richard E. Neal
Member of Congress



Michael E. Capuano
Member of Congress



Stephen F. Lynch
Member of Congress



Niki Tsongas
Member of Congress

October 14, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Board of Early Education and Care (Board), as the State Advisory Council on Early Childhood Education and Care is pleased to offer its support of the Departments' application for the Preschool Development Expansion Grant. As you know, the Board also serves as the State Advisory Council under section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and in paragraph (l) of the Program Requirements.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Department is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a birth-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Board of Early Education and Care supports this ambitious yet achievable early learning and development plan and is excited at the prospect of building on our \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The DEEC Board fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department and its partner agencies in this important work and continuing our commitment to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

(b)(6)

Jay Gonzalez,
Chair,

Massachusetts Board of Early Education and Care



The Commonwealth of Massachusetts
Joint Committee on Education
State House, Boston 02133-1054

REPRESENTATIVE

ALICE H. PEISCH

CHAIR

ROOM 4/3G, STATE HOUSE

TEL. (617) 722-2070

SENATOR

SONIA CHANG-DÍAZ

CHAIR

ROOM 413C, STATE HOUSE

TEL. (617) 722-1673

October 9, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
Commonwealth of Massachusetts

Dear Commissioner Weber,

As co-chairs of the Massachusetts Legislature's Joint Committee on Education, we strongly believe that individual families and all citizens are well-served by investing in children's early learning and development in preparation for greater success in school and in life. We are excited by the unprecedented opportunity presented by the federal *Preschool Expansion Grant* and we offer our support in strengthening and expanding the state's coordinated system of programs and services for children, especially high-need children, from birth to age five. Under Governor Deval Patrick's direction, the Massachusetts Department of Early Education and Care (EEC) has been designated as the lead agency for the federal *Preschool Expansion Grant* application and is well positioned to compete for funding.

Massachusetts is also well positioned to compete for this funding, which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Legislature has taken decisive steps to establish an aligned and comprehensive system that supports children's growth and development through *An Act Relative to Early Education and Care* (Chapter 215 of the Acts of 2008) which established the nation's first Department of Early Education and Care, *An Act Relative to Third Grade Reading Proficiency* (Chapter 287 of the Act of 2012), and sustained investments in early learning settings, despite severe economic constraints. We regularly collaborate with the EEC to address policy issues facing our state's youngest residents. We appreciate the efforts of the Department in seeking out the advice and input of the Legislature as we work together to increase early learning opportunities and close the achievement gap.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, federal Race to the Top - Early Learning Challenge grant award. EEC's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The Joint Committee on Education is committed to instituting reforms and initiatives that will transform public education for our citizens. Our vision for public education in the Commonwealth of Massachusetts is a system that supports all students in meeting and exceeding high expectations and rigorous academic standards, and mastering the skills and competencies that work, life and active citizenship require. A comprehensive, child-centered education pipeline extending from birth to post-secondary studies and beyond is necessary for students to be ready for success in the 21st Century. And most importantly, high quality, enriching experiences that provide a solid foundation for long-term growth and development are needed at the outset. EEC's expanded work is critical to this vision. We fully support their application on behalf of our state for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,



Sonia Chang-Diaz
2nd Suffolk District
Senate Chair
Joint Committee on Education



Alice Hanlon Peisch
14th Norfolk District
House Chair
Joint Committee on Education



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Maiden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber:

The Department of Elementary and Secondary Education welcomes the opportunity that the federal *Preschool Expansion Grant* presents and is very pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding, which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. A strong and comprehensive system of early childhood education will provide the foundation for every child to succeed in school, in postsecondary education, in the global economy, and in life.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million four year Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement have helped to build preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The Department of Elementary and Secondary Education believes the thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

The Department of Elementary and Secondary Education fully supports Massachusetts' application for a Preschool Enrichment Grant and urges the federal government to provide funding to the Commonwealth at the full \$60 million requested.

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Mitch Chester", written in a cursive style.

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education



Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

TEL (617) 994-6950
FAX (617) 727-0955
WEB www.mass.edu

Richard M. Freeland, *Commissioner*
Charles F. Desmond, *Chairman*
Massachusetts Board of Higher Education

October 14, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber:

The Department of Higher Education is the Commonwealth of Massachusetts' statutorily created agency responsible for defining the mission of and coordinating the Commonwealth's system of public higher education and its institutions. The Department of Higher Education is governed by a 13-member Board of Higher Education.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding **which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.**

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top -

Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

The Department of Higher Education believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

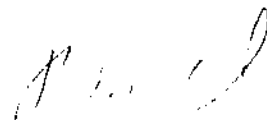
Our agency is currently engaged in complementary work across the system of public higher education. The Vision Project is the Commonwealth's public agenda for higher education that aims to produce the best-educated citizenry and workforce in the nation. To achieve this, we rely heavily on our partners in early education as well as our K-12 schools. The work of the Commonwealth in Preschool is vital to the long-term success of the Vision Project and our state.

I know full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.,

The Department of Higher Education fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in dark ink, appearing to read "R. Freeland", written in a cursive style.

Richard M. Freeland
Commissioner



Commonwealth of Massachusetts
Executive Office of Health and Human Services
Office for Refugees and Immigrants (ORI)
600 Washington Street, 4th floor
Boston, MA 02111
Tel: 617-727-7888 Fax: 617-727-1822 TTY: 617-727-8147

DEVAL L. PATRICK
Governor

JOHN W. ABLANOWICZ
Secretary

MARCOSY ALMEIDA-BARROS
Acting Executive Director

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

October 8, 2014

Dear Commissioner Weber,

Established in 1985, the Massachusetts Office of Refugees and Immigrants (MORI) coordinates refugee resettlement in the Commonwealth of Massachusetts. MORI's mission is to support the effective resettlement of refugees and immigrants in Massachusetts; to promote the full participation of these new Americans in the economic, civic, social, and cultural life of the Commonwealth, and to foster a public environment that recognizes and supports the ethnic and cultural diversity of the state.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that

supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

ORI believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

ORI undertakes several resettlement and social adjustment programs aimed at assisting refugee families to integrate into their new communities and access health and education services. Refugee School Impact and Youth Adjustment programs provide support to identify and address gaps in services for school-aged refugee children.

ORI knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children,.

ORI fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

~~Marcos Almeida-Harros~~
Acting Executive Director
Office for Refugees and Immigrants



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Public Health
250 Washington Street, Boston, MA 02108-4619

DEVAL L. PATRICK
GOVERNOR

JOHN W. POLANOWICZ
SECRETARY

CHERYL BARTLETT
ACTING COMMISSIONER

Tel: 617-624-5000
Fax: 617-624-5206
www.mass.gov/dph

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Department of Public Health (DPH) is a Massachusetts state agency whose mission is to prevent illness, injury, and premature death, to assure access to high quality public health and health care services, and to promote wellness and health equity for all people in the Commonwealth. Within DPH, the Bureau of Family Health and Nutrition (BFHN) works actively to improve and protect the health and well-being of women, children and families to achieve their optimal development, health and well-being by 1) providing and expanding family-centered services and accessible systems of care; 2) identifying and responding to the diverse cultural and changing needs of Massachusetts communities; 3) partnering within the bureau, with families, communities, and other public and private organizations; 4) advocating for resources to address unmet needs and to assure quality services; 5) developing and implementing policy and innovative programs; 6) monitoring health status and program effectiveness; and 7) motivating and educating the public.

We are excited at the opportunity that the federal Preschool Expansion Grant presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and

aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious, yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge (RTT-ELC) federal grant award. The Department of Early Education and Care's (EEC) efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Through this RTT-ELC interagency partnership, DPH has helped to build the capacity of early childhood professionals across the state by providing early childhood clinical health and mental health consultation; offering trainings on substance use and trauma informed care, the CSFEL Pyramid Model, Working with Families and Young Children; and the use of developmental screenings. Additionally, four full-time Registered Nurse QRIS Health Advisors collectively cover all geographic areas of MA to support EEC's Quality Rating and Improvement System.

In addition to this Race to the Top-Early Learning Challenge grant cross-agency work, EEC has also been a state partner in our federal Maternal Infant Early Childhood Home Visiting (MIECHV) grant program. DPH is the lead agency managing this grant, which focuses on providing high-quality home visiting services in 17 identified home visiting communities. The five communities EEC has chosen for its Preschool Expansion Grant application--Boston, Lawrence, Lowell, Holyoke, and Springfield--are all DPH-designated home visiting communities. EEC actively participates in MIECHV grant committees, including the Leadership team, which informs the implementation of the federal grant in the 17 home visiting communities. Massachusetts' MIECHV grant also has a three-pronged evaluation that examines home visiting at the program, community, and statewide levels. EEC oversees one of these three evaluation components of the MIECHV, focusing on community capacity to support early childhood development in the 17 communities. EEC and DPH also work together to ensure that their respective programs in the 17 communities are coordinating their services for families with young children.

DPH believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

DPH knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children..

The Department of Public Health fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact a signature. The text "(b)(6)" is written in the top-left corner of the box.

Ron Benham, Director, Bureau of Family Health and Nutrition
State Title V and CYSHCN Director
Massachusetts Department of Public Health
250 Washington St, 5th Floor
Boston, MA 02108



Commonwealth of Massachusetts
**DEPARTMENT OF HOUSING &
COMMUNITY DEVELOPMENT**

Deval L. Patrick, Governor ♦ Aaron Gornstein, Undersecretary

October 10, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Department of Housing and Community Development's (DHCD) mission is to strengthen cities, towns and neighborhoods to enhance the quality of life of Massachusetts residents. We provide leadership, professional assistance and financial resources to promote safe, decent affordable housing opportunities, economic vitality of communities and sound municipal management. Through our Division of Housing Stabilization (DHS), we are also charged with the mission of preventing homelessness, sheltering those for whom homelessness is unavoidable, and rapidly re-housing the homeless into stable, permanent housing. This mission extends to assisting those families with children 0-5 with the resources and tools to provide their children with an opportunity to succeed in school and beyond.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant.

award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

DHCD and our Division of Housing Stabilization, believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

In partnership with DEEC and other leading state agencies on the Race to the Top Early Learning Challenge Grant, DHCD has been successful in connecting with over 300 high-risk families of children 0-5. This work has been accomplished through a variety of ways including: the dissemination of information packets to parents, information sessions and parents are offered the opportunity to participate in play space activities where trained practitioners model developmentally appropriate activities for families.

Additionally, through our collaboration with DPH, 25 shelter provider programs and their staff will be trained through a pilot training and coaching project using the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

DHCD through a collaboration with DEEC, manages 697 subsidized child care slots for homeless children. We feel this initiative is an important step leading to the early success of high risk children and allowing parents the opportunity to become self-sufficient.

DHCD knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

The Department of Housing and Community Development and its Division of Housing Stabilization fully supports Massachusetts' application for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Rose Evans, Associate Director
Division of Housing Stabilization
Department of Housing and Community Development



DEVAL L. PATRICK
Governor

JOHN W. POLANOWICZ
Secretary

MARCIA FOWLER
Commissioner

The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Mental Health
25 Staniford Street
Boston, Massachusetts 02114-2575

(617) 626-8000
TTY (617) 727-9842
www.state.ma.us/dmh

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Department of Mental Health, as the State Mental Health Authority, assures and provides access to services and supports to meet the mental health needs of individuals of all ages, enabling them to live, work and participate in their communities. The Department establishes standards to ensure effective and culturally competent care to promote recovery. The Department sets policy, promotes self-determination, protects human rights and supports mental health training and research. This critical mission is accomplished by working in partnership with other state agencies, individuals, families, providers and communities.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Department of Early Education and Care is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The Department of Mental Health believes that the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

The Department of Mental Health (DMH) has been a partner with the Department of Early Education and Care in its Race to the Top-Early Learning Challenge initiative. Our goal as a partner is to increase understanding and responses to the emotional and behavioral challenges of pre-school children and their families within the early education and mental health systems of care for children and families. The initiatives that DMH leads are:

- Development and implementation of a professional development series in Infant and Toddler Mental Health for up to 1000 early education professionals in all regions of the Commonwealth.
- Expanding the capacity of 42 pediatric practices and 10 behavioral health agencies to serve pre-school children with challenging behaviors through implementation of an evidenced based practice—Triple P—Positive Parent Program--to help parents learn new skills to manage their child. Eighty (80) clinicians are being trained and accredited.
- Provision of oversight and technical assistance to the Department of Early Education and Care's mental health consultation services to achieve effective outcomes for the health, wellbeing, and learning for children and families with risk factors affecting their normal development and success.
- Expanding capacities to provide infant and early childhood mental health treatment services for children with significant emotional and behavioral disorders through intensive training of up to 80 clinical supervisors working in the children's mental health system of care supported by the state's Medicaid program.
- Development of an infant and early childhood mental health resources and services guide for early childhood education professionals

DMH knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children,.

DMH fully supports Massachusetts Department of Early Education and Care's application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Marcia Fowler
Commissioner



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Children and Families
600 Washington Street, 6th Floor
Boston, MA 02111

DEVAL L. PATRICK
Governor

JOHN W. POLANOWICZ
Secretary

ERIN C. DEVENEY
Interim Commissioner

Tel.: 617-748-2000
Fax: 617-261-7435
www.mass.gov/def

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

October 8, 2014

Dear Commissioner Weber,

The Department of Children and Families (DCF) is an agency that works toward establishing the safety, permanency and well-being of the Commonwealth's children by: stabilizing and preserving families; providing quality temporary alternative care when necessary, safely reunifying families; and when necessary and appropriate, creating new families through kinship, guardianship or adoption. Our mission is to strive to protect children from abuse and neglect and, in partnership with families and communities, ensure children are able to grow and thrive in a safe and nurturing environment.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and

family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The Department of Children and Families believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Through the Race to the Top (RTTT) grant, the Department of Children and Families (DCF) is working to expand high quality early education services and close achievement gaps in education. DCF is collaborating with the Department of Early Education and Care (EEC) to provide leadership and assistance in embedding early childhood developmental knowledge and support through policy revisions; development of new practice guidance and technical assistance; establishment of enhanced procedures for connecting DCF families with young children to needed services and supports; and working with DCF "purchase of services" providers to better understand and meet the needs of this population.

Some of the highlights from RTTT funded work at DCF include: creating and implementing a statewide data management tool to track slot utilizations of over 5000 children currently placed and on the waitlist in the Supportive Child Care Program; creating and launching a two-hour Early Childhood training as a component of the monthly Pre-Service training for all new DCF Social Workers that focuses on brain development, importance of early education and resources available through DCF to support families with children from birth – five; including children birth to five in the DCF Education Policy implemented in September 2014; creating and distributing 2000 Welcome Baby Bags (for families with children from birth – six months) statewide which included items for the health and safety of the child and family.

The Department of Children and Families knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

The Department of Children and Families fully supports Massachusetts' application for a Preschool Enrichment Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Erin C Deveney

(b)(6)

Interim Commissioner of the Department of Children and Families



CITY OF BOSTON • MASSACHUSETTS

MARTIN J. WALSH
MAYOR

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

As the Mayor of the City of Boston, I am pleased to offer my support for the Massachusetts Department of Early Education and Care's application for the federal *Preschool Enrichment Grant*. This grant presents an opportunity for the Commonwealth in partnership with local communities, to strengthen and expand the state's coordinated system of early education and care programs and services for high-needs children from birth through age 5. With the potential to provide Massachusetts up to \$60 million over the next four years, this grant will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

Massachusetts is well positioned to compete for this funding. The Commonwealth already embraces a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is already advancing a birth through third grade model that is designed to link the early education (birth to 5 years old) and elementary education (grades K- 5) systems, and ensures an integrated and aligned education continuum that supports improved academic outcomes for children.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been further accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. That support for the Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement, set the corner stone in the P-20 foundation. The *Preschool Enrichment Grant* now offers the Commonwealth the opportunity to expand preschool access and employ new bold strategies to address the persistent school readiness gap between low-income children of color and their more advantaged peers. Ultimately, providing the necessary foundation for a P-20 education pipeline will produce workers qualified to compete in a 21st Century, global economy.

I know full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to high quality early learning opportunities. In my first year in office, I announced the formation of a Universal Pre-Kindergarten Advisory Committee to recommend a city-wide strategic framework and action plan to double the enrollment of four-year-olds in high quality, full-day pre-kindergarten programs by 2018. Access to full-day pre-kindergarten with a certified teacher in a Boston Public School, or in a community-based program, is part of the city's multi-year effort to improve the achievement of all Boston students and close the achievement gap by grade three. As I noted at the time, we need high quality pre-



CITY OF BOSTON • MASSACHUSETTS

MARTIN J. WALSH
MAYOR

kindergarten programs to ensure that all students start kindergarten ready to learn. We need to invest in our youngest students by laying the groundwork for their long-term success and through that early investment, ensuring the long-term prosperity of our country.

Like our sister cities throughout the Commonwealth, Boston wants all of our children to enter kindergarten ready to learn. We know from research that a high-quality pre-kindergarten experience can positively impact the likelihood of a child being ready to learn and we are fortunate to have a high quality preschool program that improves school readiness among all children. Unfortunately, we are only able to reach one-third to one-half of our 6,000 four year olds in Boston. In 2013, Boston's public school preschool model was expanded to 14 private community based preschool classrooms as a three-year demonstration project, serving approximately 225 pre-kindergarten children in high-needs areas in Boston each year. This Boston KIDS demonstration project was designed for replication and expansion of a mixed delivery system, and is already showing positive school readiness results. The receipt of a *Preschool Enrichment Grant* would enable Massachusetts to expand models like Boston KIDS to more high-needs communities in Boston and across the state. It could also serve as a national high-quality pre-school model.

The City of Boston strongly supports the comprehensive high-quality plans detailed in the state's early learning and development reform agenda and recognizes the crucial opportunity the *Preschool Enrichment Grant* represents for the state to make significant strides toward closing school readiness gaps and ensuring that all children are prepared for success in school and in life. Finally, the City of Boston fully supports Massachusetts' application for a *Preschool Enrichment Grant* and urges funding the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing partnerships to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Martin J. Walsh
Mayor



MAYOR ALEX B. MORSE

CITY OF HOLYOKE

October 14, 2014

Mr. Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Mayor of Holyoke to express my support for the Massachusetts Department of Early Education and Care (EEC) as it pursues the terms of the Preschool Development Grants - Expansion Grant.

The City of Holyoke is excited at the opportunity that the federal *Preschool Expansion Grant* presents and we are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning

(cont. Support)

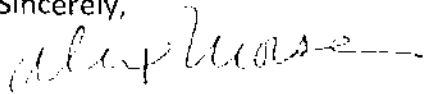
Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

I believe the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Holyoke believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success. We are proud to be a working with our school district and EEC for this project.

I look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Alex B. Morse", with a horizontal line extending to the right.

Alex B. Morse, Mayor
City of Holyoke



CITY OF LAWRENCE
OFFICE OF THE MAYOR

City Hall • 200 Common Street • Lawrence, MA 01840
Tel: (978) 620-3010 • www.cityoflawrence.com

DANIEL RIVERA
Mayor & CEO

October 10, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Mayor of Lawrence to express my support for the Massachusetts Department of Early Education and Care (EEC) as it pursues the terms of the Preschool Development Grants - Expansion Grant.

The City of Lawrence is excited at the opportunity that the federal *Preschool Expansion Grant* presents and we are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

I believe the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Lawrence believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success. We are proud to be working with our school district and EEC for this project.

I look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Daniel Rivera
Mayor & CEO

Rodney M. Elliott
Mayor

John J. Leahy
Vice Chair

Corey Belanger
Edward J. Kennedy, Jr.
William F. Martin, Jr.
Rita Mercier
James L. Milinazzo
Daniel P. Rourke
William Samaras

October 14, 2014

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

I write today as the Mayor of Lowell to express my support for the Massachusetts Department of Early Education and Care (EEC) pursuant to the terms of the Preschool Development Grants - Expansion Grant.

The City of Lowell is excited at the opportunity that the federal *Preschool Expansion Grant* presents and we are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

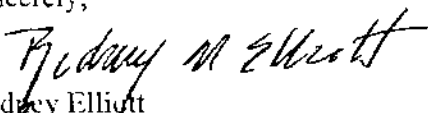
Department of Early Education and Care
October 14, 2014
Page 2

I believe the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Lowell believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents a important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success. We are proud to be a working with our school district and EEC for this project.

I look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Rodney M. Elliott", written over the printed name.

Rodney Elliott
Mayor, Lowell



THE CITY OF SPRINGFIELD, MASSACHUSETTS

MAYOR DOMENIC J. SARNO

HOME OF THE BASKETBALL HALL OF FAME

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

October 14, 2014

Dear Commissioner Weber,

I write today as the Mayor of Springfield to express my support for the Massachusetts Department of Early Education and Care (EEC) as it pursues to the terms of the Preschool Development Grants - Expansion Grant.

The City of Springfield is excited at the opportunity that the federal *Preschool Expansion Grant* presents and we are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy

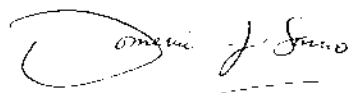
The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

I believe the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Springfield believes that this very thorough and high-quality plan to expand pre-school opportunities in Massachusetts represents an important opportunity to make significant strides to close the school readiness gap and ensure all of our youngest citizens are prepared for lasting school and life success. We are proud to be a working with our school district and EEC for this project.

I look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Respectfully,

A handwritten signature in black ink, reading "Domenic J. Sarno". The signature is written in a cursive style with a large, looping initial "D". Below the signature, there are three short horizontal dashed lines.

Domenic J. Sarno
Mayor, City of Springfield



October 9, 2014

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Strategies for Children is a public policy and advocacy organization that focuses on the critical early years from birth to third grade. We work to ensure that Massachusetts children have access to high-quality early education, enter elementary schools ready to succeed, and are proficient readers by the end of third grade. Our Early Education for All advocacy campaign is a broad-based coalition of leaders from business, early childhood, labor, religion, health care, education and philanthropy, allied with parents, grassroots leaders and policymakers on behalf of children and families.

We are excited at the opportunity that the federal Preschool Expansion Grant presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

This competitive federal grant offers our state a critical opportunity to enroll more children in high-quality preschool. The need to expand preschool access, particularly for our high-needs children, is as urgent. The expectations of our education system are increasing, driven in part by the demands of our global knowledge-based economy. We therefore must close achievement and opportunity gaps, and help all children enter kindergarten ready to succeed. Federal funding to increase enrollment in high-quality pre-kindergarten will help us achieve these goals.

Despite our reputation as a national and global leader in public education, we still have work to do to help all children succeed. A staggering 43% of third grade students, including 61% of children from low-income families, read below proficiency according to our state MCAS exam. Research shows that these children will struggle with reading through high school. Yet we know that in order to reach the critical third grade reading benchmark, we must start early. The achievement gap has been documented in children as young as 18 months of age. Learning begins at birth, and so does a child's path to literacy.

High-quality early education programs can help close the achievement gap in reading and math, ensuring that children enter kindergarten ready to succeed. But first, they must have the opportunity to attend such programs. The Annie E. Casey Foundation's 2014 Kids Count Data Book shows that 42% or 62,000 preschool-age children in Massachusetts are not attending preschool. The rate is often higher in our urban and rural communities. Roughly 17,000 children birth-5 are on our state waiting list for a child care subsidy. The majority of financing currently in the system comes from parent fees, and Massachusetts has the most expensive early education and care programs in the nation. And despite recent increases in the FY14 and FY15 state budgets, public funding for early education has not yet recovered to pre-recession levels.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high-quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

This ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Strategies for Children believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Since our founding in 2001, we have been dedicated to achieving universal pre-kindergarten in Massachusetts. To achieve our goals for children, we leverage our core strengths in policy, advocacy, research, communications, constituency building and practice. As advocates, we led a coalition that helped write the enabling legislation for the Department of Early Education and Care in 2005, and we have served as a critical friend of the department since its founding. To help improve and sustain workforce quality, we advocated for the creation of the Early Childhood Educators Scholarship Program in 2006 which has seen \$31 million in state investments over time. To support early education program quality, we advocated for the creation of the Universal Pre-Kindergarten grant program, which has seen \$68 million in cumulative state funding since its creation in 2008.

As the Commonwealth prepares to elect a new governor, we have played an active role in convening and informing the gubernatorial candidates about the importance of new investments in high-quality early education. In part due to our efforts, preschool has become a top-tier issue during the governor's race, and we are encouraged that Democratic, Republican, and Independent candidates have either released early education plans or are "on the record" in support of pre kindergarten.

Strategies for Children fully supports the Commonwealth's application for a Preschool Expansion Grant and urge funding at the full amount requested.

We look forward to supporting the Department of Early Education and Care and participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Chris Martes
President and CEO

(b)(6)

Amy O'Leary
Director, Early Education for All Campaign



Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

With nearly 60,000 supporters across the Commonwealth, Stand for Children Massachusetts (Stand) is a non-profit education advocacy group dedicated to ensuring that every child, regardless of their socio-economic background, has access to a great education. Since Stand first opened its doors in 2003, members from over 100 communities across the Commonwealth have advocated for systemic changes that benefited more than 1.3 million Massachusetts children and inspired thousands of parents to take an active role in shaping their child's success.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.



Stand for Children Massachusetts believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Earlier this year, Stand members were proud to join many great leaders and organizations, including the Department of Early Education and Care, to elevate parent voice in the debate for increased access to early education opportunities to successfully advocate for a \$(b)(4) increase in funds to reduce the state's early education waitlist.

Stand members know full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

Stand for Children Massachusetts fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Jason Williams
Executive Director, Stand for Children Massachusetts



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

October 7, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Alliance of Massachusetts YMCAs is the state alliance of YMCAs throughout Massachusetts. The Alliance of Massachusetts YMCAs, Inc. exists to promote, support, and protect member YMCAs as premier not-for-profit charitable community service organizations in the Commonwealth of Massachusetts. All regulatory, legislative, executive, and budgetary policy at all levels of government (local, county, state, federal) that has the potential for impacting YMCAs comes under the purview of the Alliance of Massachusetts YMCAs, through its Board of Directors.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early

YMCAs of Massachusetts
100 State Street, Suite 200, Boston, MA 02109
617.552.1234 | www.ymcaofma.org

Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

The Alliance of Massachusetts YMCAs believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

The Alliance of Massachusetts YMCAs, collectively and through its member YMCAs, is actively engaged in the work of various policy initiatives of the Department of Early Education and Care, including sitting on the DEEC Advisory Committee and participating in various task forces to advise and inform the department. In their communities, YMCAs participate in collaborations with other community-based organizations, private funders and the local school systems to further leverage available resources locally. YMCAs in Massachusetts have enthusiastically embraced quality initiatives such as QRIS and national accreditation.

The Alliance of Massachusetts YMCAs knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

The Alliance of Massachusetts YMCAs fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Peter R. Doliber
Executive Director
Alliance of Massachusetts YMCAs



Massachusetts Association of Early Education & Care

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Association of Early Education & Care (MADCA) is the largest Association of early education programs in the Northeast. Our members - private community based organizations - provide early education services for children 6 weeks of age to age 5 as well as after school programming for children ages 5 to 12. Our mission-driven programs work in partnership with the Massachusetts Department of Early Education & Care (DEEC) to provide services to meet the educational and developmental needs of children of low income working families, children of families transitioning off welfare and our most vulnerable children – abuse/neglect children in the custodial care of the Commonwealth's social service agency, the Department of Children & Families.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

Our Association believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Our Association's member agencies provide the majority of preschool care funded through EEC and understand full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

The Massachusetts Association of Early Education & Care fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

William J. Eddy

William J. Eddy
Executive Director

**United Way
of Massachusetts Bay
and Merrimack Valley**

October 7, 2014



CHAIRMAN

Andrew C. Dreyfus
President and CEO
*Blue Cross Blue Shield
of Massachusetts*

PRESIDENT

Michael K. Durkin
President and CEO
*United Way of Massachusetts Bay
and Merrimack Valley*

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Putnam Investments

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Lonza Biologics, Inc.

James R. Westra
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Lowell, MA 01852
978.656.5300
Fax: 978.656.5014

United Way of Greater Southeast
Pease International Tradeport
112 Corporate Drive, Unit 3
Portsmouth, NH 03801
603.436.5554
Fax: 603.436.6749

supportunitedway.org

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber, *Tim*

United Way of Massachusetts Bay and Merrimack Valley (United Way) is a philanthropic organization that focuses on reaching out to one to improve the conditions of all. We focus on ensuring that young children enter school ready to succeed, youth stay on track to graduate with options for the future, and families have the financial resources to be secure. United Way recognizes the value of investing in children's lives early because it is about the future economic prosperity of our Commonwealth.

United Way is excited about the opportunity that the federal *Preschool Expansion Grant* presents. We are very pleased that the Commonwealth of Massachusetts is applying for this funding, as it will strengthen and expand the state's coordinated system of programs and services for children from birth through age 5, focusing on high-needs children.

Massachusetts is well positioned to compete for this funding. The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems, ensuring an integrated and aligned education continuum supportive of increased outcomes for children.

The Commonwealth's early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Commonwealth's efforts, in the areas of program quality, teacher quality, and family/community engagement, lay a strong foundation for expansion of preschool access through a successful state system.

United Way invests in individual agencies throughout our footprint to provide high quality early childhood services, and we also engage in system and policy reform initiatives. In Boston, specifically, United Way works in partnership with the Mayor, to lead Thrive in 5. Thrive in 5 works to ensure that every child enters Kindergarten ready to succeed. Thrive in 5 has worked closely with the Boston Public Schools to pilot a model of providing high quality research-proven preschool in public school and community-based settings. This model will provide a strong base for the work detailed in this grant application. We also work with partners in Lowell and Lawrence to support high quality early childhood education.

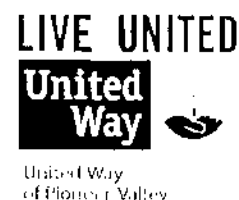
United Way fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million). At this time, we intend to continue providing financial support to our partner agencies in the communities selected for this grant, and our work with Thrive in 5 in Boston.

We look forward to supporting the Department of Early Education and Care, and its participating agencies, in this important work, and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Michael K. Durkin
President



Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The United Way of Pioneer Valley is a grantmaker focused on the educational success of children and youth and the financial security of families in Hampden County, South Hadley and Granby. We improve the quality of life in our region and western Massachusetts by mobilizing people and resources to strengthen our communities. Our commitment to the educational success of children and youth birth through high school graduation and post-secondary education and training is a key component of our community impact work.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age five.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

United Way of Pioneer Valley believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

As a key partner and funder in the Holyoke Early Literacy Initiative and the Springfield Funder Collaborative for Reading Success, we have supported a number of initiatives focused on quality improvement in both in-school and out of school pre-K through Grade 3 programs. Individually, we have provided three-year financial support to (b) kindergarten through grade three out of school and summer programs aimed at increasing the literacy skills of young children with a particular focus on Springfield and Holyoke. We have hired an evaluator to work directly with our funded partners to measure both qualitative and quantitative indicators to enable us to report collectively on student achievement. Our board-level public policy and advocacy committee has supported the expansion of access funds for pre-K and also the work of the Child Care Facilities Fund to improve the quality of early education facilities.

UW/PV.



United Way of Pioneer Valley supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Sylvia de Haas-Phillips
Senior Vice President
Community Impact & Engagement

UWPV.



Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Association of School Superintendents (M.A.S.S.) is an educational organization with superintendents and assistant superintendents representing all school districts in the Commonwealth. Our mission is to provide a high quality education to every child we serve. Increasingly, we recognize the critical need to expand high quality education to our early learners. Our partnership with the Department of Early Education and Care and other early childhood advocacy groups has been a priority for us in recent years.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

M.A.S.S. believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

As an indication of our support and priority for the expansion of early education, our association has identified this issue as one of our top priorities in legislative advocacy over the next few years.

M.A.S.S. knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

M.A.S.S. fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely, (b)(6)

(b)(6)

Thomas A. Scott
Executive Director



October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber:

Horizons for Homeless Children (Horizons) is a nonprofit organization specifically dedicated to improving the lives of young homeless children in Massachusetts. Through our three early childhood education programs located in the Roxbury, Jamaica Plain, and Dorchester neighborhoods of Boston, and our Playspaces in 146 family shelters statewide, we are making an impact each week in the lives of over 2,000 homeless children in the Commonwealth of Massachusetts.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5. As a provider that focuses exclusively on children and families experiencing homelessness, we know the value of expanding access to high-quality early learning opportunities to the most vulnerable populations in our Commonwealth.

Massachusetts is well positioned to compete for this funding, which will support the efforts to develop and expand high quality preschool programs for children and families in some of our most disadvantaged communities. The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top- Early Learning Challenge federal grant award. The efforts of the Department of Early Education and Care to advance program quality, teacher quality, and family/community engagement set a solid foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

It is our belief at Horizons that the thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens -- especially those facing the greatest barriers -- are prepared for lasting school and life success.

As a direct service to homeless children and families, we sit at the intersection of the Housing and Education sectors, which allows us to understand the ways in which housing instability and transiency during a child's earliest years can negatively impact their long-term development. The Department of Early Education and Care has provided ongoing support of our work, most recently by granting us funding to strengthen our work around transitioning children into Kindergarten, and bolstering our approaches to English Language acquisition and family engagement.

Horizons fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Dianne Luby
President/CEO

State Board 709 helps improve workforce training access to quality childcare by creating and training a reliable workforce of family child care providers and early educators, providers, parents and children and caregivers. We seek to enhance the quality of early education by providing support and incentives for training and professional development. And together providers have organized into highly organized advocacy campaigns and grassroots lobbying that have reduced wait lists and increased overall state investments in early childhood education.

Our vision is to realize the importance of early childhood as a critical first investment in our children, increasing opportunities and to see the positive growth and development of our children. The early childhood support the Commonwealth's application for a Pre-school Expansion Grant, based on a number of factors will be used to address this challenge.

We look forward to supporting the Department of Early Education and Care and its participating providers in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Secretary of the

Department



where great stories begin™

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

As you know, Reach Out and Read is an evidence-based nonprofit organization that partners with doctors to prescribe books and encourage families to read together. At over 290 locations across the Commonwealth of Massachusetts, children from ages six months through five years receive a new book at every well visit, while their pediatrician offers guidance to parents about the importance of reading aloud.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children from birth through age five.

Massachusetts is well positioned to compete for this funding which has the potential to provide up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, family child care systems and family/community engagement organizations. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

For 15 years, Reach Out and Read Massachusetts has partnered with the Commonwealth's statewide system of early education and care to provide all families with access to comprehensive services that strengthen families and promote optimal child development. With a special focus on children growing up in poverty or in low or under-performing school districts, Reach Out and Read is working with the Department of Education and Care to close the achievement gap by serving young children through the existing healthcare infrastructure.

Reach Out and Read fully supports Massachusetts' application for a Preschool Expansion Grant, and we urge funding to the Commonwealth at the full amount requested. We look forward to supporting the Department of Early Education and Care in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Brian Gallagher
Executive Director

(b)(6)

Thomas L. Weber
Commissioner
Department of Early Education and Care
11 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Massachusetts Head Start Association (MHSA) is a membership organization serving the Head Start and Early Head Start Programs in the state. Members of MHSA provide federally funded early childhood services from birth through age 5 and provide additional services for the Department of Early Education and Care through child care subsidies.

We are excited at the opportunity that the federal Preschool Expansion Grant presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

MHSA believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

MHSA knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

MHSA fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and participating in this important work, continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Pam Kuechler
Executive Director



Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

With the support of Race to the Top funding, Boston Children's Museum is working in partnership with EEC to build the capacity of museum and library educators to work with families in the following four core areas: STEM, Brain Building, Literacy and Kindergarten Readiness. We are actively engaged in building a system in the Commonwealth that supports the informal education of all our children and families, but especially those from high needs families. We are currently working with fifty-six museums and seventy-seven libraries across the state to deliver intentional early childhood programming in the areas stated above.

✎ —

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

Boston Children's Museum believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success. Our Museums/Libraries Project has full participation from Boston Public Library (main and most branches), Boston Children's Museum, Imagine That in Lawrence, Children's Museum at Holyoke, The Holyoke Library, the Springfield Museums and the Springfield Library. We have been working closely with the Lowell CFCE to connect with the Lowell museums and library. Programs have included Kindergarten Celebrations, weekly science programming, partnering with other preschool organizations to host family events in museums and libraries, and creating experiences that at risk children and families could not otherwise afford or find in their communities.

Boston Children's Museum knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access and affordability to quality early learning opportunities that will foster the positive growth and development of their children.



Boston Children's Museum fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Geraldine Robinson
VP of Early Childhood Initiatives
Boston Children's Museum



The Irene E. & George A.
Davis Foundation

October 6, 2014

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Irene E. & George A. Davis Foundation is a private family foundation dedicated to the promotion of cultural, educational and religious organizations in Hampden County. Our mission is to support the development of Hampden County children, youth and families by insuring that they have the opportunities and supports needed to achieve their full potential. For over ten years the Foundation has done focused grantmaking, community convening and advocacy on issues relating to very young children in our Cherish Every Child Initiative, which included access to and quality of early childhood education in our Springfield community and region. Our foundation supported the work of statewide policy partner, Strategies for Children, in the development of the Department of Early Education and Care and staff continues to serve the department as board and advisory council members, as we are committed to working toward universal preschool for the Commonwealth's children.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

The Irene E. & George A. Davis Foundation believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

In our work to ensure that Springfield and the region's children achieve grade-level reading proficiency by the end of third grade, we are committed to increasing access to and improving the quality of early childhood education as a key component of the development of young children. Our Reading Success by 4th Grade initiative continues to support and align the important work of the organizations in our community who impact the lives of children beginning at birth and in our efforts, seek to spread the message of the important role that high quality early childhood education plays in the academic and life success of children.

The Davis Foundation knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of our children.

The Irene E. & George A. Davis Foundation fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million). We commit to providing matching funds, amount of which will be determined based on the successful awarding of funding to the Commonwealth of Massachusetts.

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Mary L. Walachy
Executive Director

The Honorable
Deval Patrick
Governor of the Commonwealth of Massachusetts
Massachusetts State House
Office of the Governor
Room 105
Boston, MA 02133

Letter of Support for Massachusetts' Application for the 2014 Preschool Development Grant-Expansion Grant

Dear Governor Patrick,

WIDA is pleased to express its support of Massachusetts' application for the 2014 Preschool Development Grant-Expansion Grant. This proposal outlines Massachusetts' commitment to achieve the Grant's objectives by focusing on young dual language learners – a population that is at the focus of products, services, and partnerships WIDA has developed.

Since its foundation in 2003, WIDA has a proven track record working with state agencies, educators, and practitioners to improve the education of linguistically and culturally diverse children and students. Initially funded through an Enhanced Assessment Grant awarded to the Wisconsin Department of Public Instruction, WIDA developed English Language development assessments now used in 36 member states. Since that time, WIDA has continued to receive additional grant funding to support research and the development of comprehensive professional learning resources and programs for K-12 educators and ELLs. Currently, WIDA is finalizing the development of a next generation English Language Proficiency assessment system funded through the ASSETS Grant.

In 2009, in answer to a growing need to support young Dual Language Learners (DLLs) ages 2.5 – 5.5 years, WIDA began developing Early English Language Development (E-ELD) and Spanish Language Development (E-SLD) Standards that describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with states' Early Learning Standards (ELS) and the Head Start Child Development and Early Learning Framework. The WIDA E-ELD Standards are designed to be used in conjunction with states' ELS to help practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments.

Massachusetts was among the first partners WIDA collaborated with to develop standards and professional learning opportunities to support, instruct, and assess DLLs. Massachusetts formally adopted the WIDA E-ELD Standards in November 2013 as Massachusetts Guidelines to Support Dual Language Learners. The partnership with WIDA was funded through the Race to the Top – Early Learning Challenge Grant and instrumental to Massachusetts' vision of creating and successfully implementing a standards framework for DLLs. The state's application for the 2014 Preschool Development Grant-Expansion Grant exemplifies the state's ambitious plan to deliver high-quality preschool programs. Through funding from the Preschool Development Grant Massachusetts and WIDA can expand their successful collaborative partnership. This Grant will enable Massachusetts to focus on high-needs communities and, in collaboration with WIDA, offer more expansive tools and services to its early care and education workforce, trainers, higher education faculty, and families.

WIDA is looking forward to continuing a successful partnership with Massachusetts on building local capacity to deliver, and increase access to, high-quality preschool programs. We are confident that this partnership will produce significant results for high-need communities and families in Massachusetts.

Sincerely,

(b)(6)

Tim Boals, PhD

WIDA Executive Director
Wisconsin Center for Education Research (WCER)
University of Wisconsin-Madison
1025 W. Johnson St., Madison, WI 53706
(608) 263-4326
tjboals@wisc.edu

October 6, 2014

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Greater Lawrence Community Action Council, Inc. (GLCAC) is a Coordinated Family and Community Engagement (CFCE) grantee that opens pathways to stability and prosperity for people in need, and prepares them to make decisions that will positively affect their lives. Through CFCE funding from the Department of Early Education and Care (EEC), we provide education and services to families to support their essential work as their child's first teacher in Lawrence, reaching close to 2400 families each year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide the state with up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st century, global economy. At GLCAC, (b)(7) Head Start/Early Head Start children and (b)(7) Child Care Center children are already receiving programs and services aligned with this model.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

GLCAC believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

GLCAC is one of approximately 90 community- based programs in the EEC funded CFCE statewide network, serving families with children birth to school age who may or may not be in formal early education and care programs. The CFCE grant provides critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. One example of programming we offer is the Love and Logic Parenting classes (including for teen moms) that provide guidance on practical strategies for: reducing child behavior problems, increasing motivation, and building assets that contribute to life-long responsibility and resiliency. Our CFCE is also the face of literacy in The Greater Lawrence area, facilitating playgroups and Parent and Child Literacy Circles at local libraries and the Lawrence/Methuen Community Coalition Family Resource Center. Specific to fathers, we offer a program titled Designing with Dads, and for new mothers that are not supported by DCF but are at high risk, we offer New Beginnings, a 6 week parenting series.

GLCAC knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

GLCAC fully supports Massachusetts' application for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Evelyn Friedman
Executive Director

Edward Street Child Services

50 Portland Street • Worcester, MA 01608 • 508.792.0220

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Edward Street Child Services is an advocacy and support organization that works across the city of Worcester to improve the delivery of early learning services to assure that all children enter school ready to learn and succeed. Through funding from the Department of Early Education and Care we are closing the achievement gap by aligning curriculum from birth to grade three in Worcester.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st Century, global economy

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for an expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap..

Edward Street Child Services believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make

significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

In addition to our alignment work we lead a local literacy for all initiative, assist agencies with capital improvements, and have been on the forefront in assisting early educators to increase their credentials

We know full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children..

Edward Street Child Services fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Dianne Bruce
Executive Director



October 8, 2014

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Southeastern Education Professionals Partnership (SEEPP) is the EPS Grantee for Southeastern Massachusetts. We are a regional partnership with representative groups and agencies from the mixed delivery system working together to provide high quality, innovative and diverse professional development services to advance the early education and out-of-school time field and improve educational outcomes for children. Through funding from the Department of Early Education and Care, we provide professional development from coaching and mentoring to college and CEU courses, from Accreditation support to assessment training to 75 communities and over 2,800 educators.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

SEEPP believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.



SEEPP is focused on supporting the mixed delivery services of programs in our region and works closely with the large number of preschool programs that operate in centers, family childcare programs and in public schools. Coaching and mentoring services are available to assist programs with QRIS measurement tools, core competency development and advising in order to reach higher levels of QRIS as well as increase the competencies of teachers. We have a robust coaching system that coordinates one on one and group mentoring for programs and educators as they prepare preschool children to be ready for kindergarten. SEEPP also participates in the statewide assessment grant, oversees the statewide QRIS measurement tools grant and is involved with other initiatives such as the PRE-K STE, and WIDA train the trainer events. Finally, we have a designated coach representing SEEPP on the Peer Assistance & Coaching (PAC) initiative.

SEEPP knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children and we fully support Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Elizabeth A. Reedy
Vice President, Regional Development
Director, Region 5 EPS
Child Development and Education, Inc



91 School Street
Springfield MA
October 6, 2014

Thomas J. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Springfield Public Schools is a Coordinated Family and Community Engagement grantee whose mission is to continue building a coordinated system of care and support for young children and their families. Through CFCE funding from the Department of Early Education and Care, we provide education and services to families to support their essential work as their child's first teacher in Springfield, reaching over 500 families each year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Springfield Public Schools believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Springfield Public Schools is one of approximately 90 community-based programs in the EEC funded Coordinated Family and Community Engagement statewide network, serving families with children birth to school age who may or may not be in formal early education and care programs. The CFCE grant provides critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. We offer a READY! For Kindergarten program that firmly places parents as their child's first teacher and lifelong academic partner. The program identifies literacy, math and reasoning, and social-emotional developmental targets for parents of children birth through five. Held in public schools, it connects families to their local school long before the child enters kindergarten and stresses the notion that children's success depends on the collaboration between school and home.

Springfield Public Schools knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

Springfield Public Schools fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

Personally, having worked in the field of early care and education since 1982 when my own children first attended a private preschool here in Massachusetts, it is extremely fulfilling to see the progress we have made over the years and especially gratifying to have early childhood education receive the attention it rightly deserves.


We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Cynthia Caporaso
Project Manager
Springfield Coordinated Family and Community Engagement Grant

A grantee of

 Department of Early Education and Care

Boston Public Schools
Lead Agency
443 Warren Street
Suite 6
Dorchester, MA 02121

Phone: (617) 635-1507

Fax: (617) 635-6519

Web: www.bpsboston.org

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Boston Family Engagement Network, with Boston Public Schools as our lead agency, is a Coordinated Family and Community Engagement (CFCE) grantee of the Massachusetts Department of Early Education and Care (EEC). Our mission is to partner with families of young children and community stakeholders to promote children's learning, healthy development, school readiness and potential for success starting at birth.

The Boston Family Engagement Network is one of approximately 90 community-based programs in the EEC-funded Coordinated Family and Community Engagement statewide network, serving families with children birth to school age who may or may not be in formal early education and care programs. In Boston, through CFCE funding from the Department of Early Education and Care, we've been able to develop networks of support for over 1,000 families (particularly those that are socially isolated, hard to reach and without formal child care for their children) to access referrals to much needed community services and resources, parent child playgroups that promote child development and school readiness, as well as early and family literacy programming. We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities. The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through a successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Boston Public Schools knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children. We fully support Massachusetts' application for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Danielle Gantt
Coordinator



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COMMUNITY COLLEGE
COMMONWEALTH OF
MASSACHUSETTS

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NORTH SHORE COMMUNITY COLLEGE

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www.northshore.edu

Thomas L. Weber, Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

North Shore Community College, as the lead agent for the Region 3 (Northeastern Massachusetts) Educator and Provider Support (EPS) grant through the Department of Early Education and Care, is excited about the opportunity that the federal *Preschool Expansion Grant* presents and is extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high needs children, from birth through age five.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities. The Northeast region is home to many high need communities, including Lawrence, Lowell and Lynn, so we are especially hopeful that this grant opportunity becomes a reality.

North Shore Community College, along with the Region 3 EPS grant stakeholders and the Northeast Regional Readiness Center have worked collaboratively for the past five years to develop and enhance the quality of early education programs by ~~better~~ educating and supporting the teachers within these programs. We believe the plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

The Region 3 Educator and Provider Support network fully supports Massachusetts' application for a Preschool Expansion Grant and strongly support funding to the Commonwealth at the full amount requested. We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth of Massachusetts.

Sincerely,

(b)(6)

Kathryn A. Gallo
Director, Region 3 Educator and Provider Support Grant
kgallo@northshore.edu

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Preschool Enrichment Team, a program of Valley Opportunity Council, is the EPS grantee for Region 1. Through funding from the Department of Early Education and Care, we provide educator and provider support services to the four counties of our region.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st Century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Preschool Enrichment Team believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Through the multitude of professional development opportunities funded through our EPS grant we are able to provide the educators of Region 1 the knowledge necessary to provide high quality early childhood education to the children they serve.

Preschool Enrichment Team knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children through the training and professional development opportunities provided to the educators who work with them.

Preschool Enrichment Team fully supports Massachusetts' application for a Preschool Expansion Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Kimm Quinlan
Program Coordinator
Preschool Enrichment Team, WM EPS Region 1
A program of Valley Opportunity Council



October 3, 2014

Thomas L. Weber, Commissioner
Mass. Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Family Services of Central Massachusetts is the Region 2 Educator and Provider Partnership working to improve individual educator and program quality through professional development services, including coaching and mentoring. Through funding from the Department of Early Education and Care, we provide these services to 95 communities with over 200 early care and education programs..

Massachusetts welcomes the opportunity to apply for the Preschool Expansion Grant with the potential to provide our Commonwealth up to \$60 million over the next four years. This will be of great support to our efforts to develop and expand quality preschool programs for children and families, especially in our most "at risk" communities.

Our early childhood system currently addresses the mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. Collaborative work between the *Departments of Early Education and Care and Elementary and Secondary Education* is addressing the birth through third grade model. Linkages between early education (0-5) and elementary to high school education (K-12) systems are setting up an integrated and aligned education continuum that supports increased academic outcomes for children.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

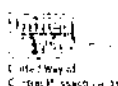
Our Organization work is founded upon the plans detailed in the state's early learning and development reform agenda, representing a substantial opportunity to make important progress in closing the school readiness gap and ensuring all of our children are prepared for lasting school and life success.

Family Services of Central Massachusetts fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

Sincerely,

(b)(6)

Karen Laganelli, Executive Director



**Central Library**

220 State Street
 Springfield MA 01103
 413-263-6828
 TTY: 413-263-6835
 FAX: 413-263-6825
www.springfieldlibrary.org

Brightwood

359 Plainfield Street
 Springfield, MA 01107
 413-263-6805

East Forest Park

122 Island Pond Road
 Springfield, MA 01118
 413-263-6836

East Springfield

21 Osborne Terrace
 Springfield, MA 01104
 413-263-6840

Forest Park

380 Belmont Avenue
 Springfield, MA 01106
 413-263-6843

Indian Orchard

44 Oak Street
 Springfield, MA 01151
 413-263-6846

Library Express

204 Boston Road
 Springfield, MA 01109
 413-263-6855

Mason Square

765 State Street
 Springfield, MA 01109
 413-263-6853

Read/Write/Now

204 Boston Road
 Springfield, MA 01109
 413-263-6839

Sixteen Acres

1187 Parker Street
 Springfield, MA 01129
 413-263-6858



Thomas L. Weber
 Commissioner
 Department of Early Education and Care
 51 Sleeper Street, 4th Floor
 Boston, MA 02210

Dear Commissioner Weber,

Springfield City Library is one of a small number of EEC-funded Early Childhood Resource Centers (ECRCs). The ECRC contributes to the Springfield City Library's mission of building connections, broadening horizons, and strengthening community as the community source for literacy, technology, and information. Through funding from the Department of Early Education and Care, we provide education and services to families to support their essential work as their child's first teacher in Springfield, reaching more than 2,000 family members last year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding, which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Springfield City Library believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Springfield City Library is one of a small number of EEC-funded Early Childhood Resource Centers (ECRCs) throughout the Commonwealth that provide access to early education programming, materials, and resources to families and early education and care programs statewide. In addition to circulating a robust collection of books, kits, DVDs, puzzles, and other items specifically selected to aid parents and educators in preparing their children for success, the Springfield ECRC also offers valuable professional development workshops for the early education providers in our community.

Springfield City Library knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

Springfield City Library fully supports Massachusetts' application for a Preschool Enrichment Grant and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

Corey Ferguson
 Children's Librarian
 Springfield City Library



OFFICE OF THE
COMMISSIONER
DEPARTMENT OF
EDUCATION

100 STATE STREET
BOSTON, MA 02109
(617) 725-6000
www.mass.gov/education

October 9, 2014

Mr. Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber:

I am writing with enthusiastic support for the Massachusetts Department of Early Education and Care's application for a federal *Preschool Expansion Grant*. The Commonwealth already embraces a mixed-delivery system of early education and care, beginning at birth through 5 years, and is building the critical connections to elementary education so that children can enter school ready and read proficiently or better by third grade. This grant will strengthen and expand the state's system of programs and services for children, especially high-need's children who are most at risk.

The Barr Foundation, one of New England's largest private foundations, is committed to fostering the full potential of human, natural, and cultural resources, acting as thoughtful stewards and catalysts of change. In service to this vision, we have invested in public education since our founding in 2000. Barr has provided over \$4 million in grants since 2005 that have enabled Boston Public Schools to create one of the most effective public preschool programs in the country. Learning from that success, we have more recently committed almost \$2 million in two active demonstration projects that are working to identify ways to effectively increase quality in private settings.

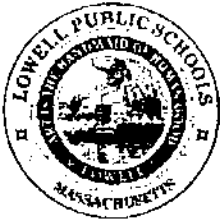
One of those projects, Boston KIDS, brings Barr's successful public preschool model to 14 private, center-based classrooms serving approximately (b) children annually. Boston KIDS was designed for replication and expansion in a mixed-delivery system, and is already showing positive results. A *Preschool Expansion Grant* would enable Massachusetts to expand models like Boston KIDS to more high-need communities in Boston and across the state, with the potential to serve over a million children.

The Massachusetts Department of Early Education and Care is well-positioned to address the goal outlined in the proposal to "ensure that every child in the state has a high-quality, evidence-based early childhood education program." The Department's current efforts to expand early education to all four-year-olds and to provide high-quality care for all three- and four-year-olds are critical to the state's long-term success. The Department's current efforts to expand early education to all four-year-olds are critical to the state's long-term success. The Department's current efforts to expand early education to all four-year-olds are critical to the state's long-term success.

Sincerely,

(b)(6)

John F. Conroy
Deputy Commissioner



LOWELL PUBLIC SCHOOLS
Henry J. Mroz Central Administration Offices
Edith Nourse Rogers School
155 Merrimack Street
Lowell, MA 01852

Jean M. Franco
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
email: jfranco@lowell.k12.ma.us

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

October 6, 2014

Dear Commissioner Weber,

Lowell Public Schools is a Coordinated Family and Community Engagement grantee. The Lowell Early Childhood Advisory Council, (LECAC), is united by the common belief that to support young children in Lowell, we must work in partnership with our community and business partners to provide comprehensive resources that support the stabilization, promote school readiness, and ensure healthy development and emotional well being of children, ages birth through school-age and their families. Through CFCF/LECAC funding from the Department of Early Education and Care, we provide education and services to families to support their essential work as their child's first teacher in Lowell, reaching over 3,500 of families each year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding **which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.**

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for an P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation a for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Lowell Public Schools believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Lowell Public Schools is one of approximately 90 community- based programs in the FEEC funded Coordinated Family and Community Engagement statewide network, serving families with children birth to school age who may or may not be in formal early education and care programs. The CFCE grant provides critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. CFCE/LECAC fulfills its mission by ensuring access to: early learning experiences for children prenatal to age eight, including on-going brain building opportunities and parent child playgroups; school readiness initiatives; early childhood resources and information; family support and education; access to advocacy of early childhood issues; developmental screening; and transition supports from home to school, early intervention, preschool, kindergarten, special education, and out-of-school time.

Lowell Public Schools knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

Lowell Public Schools fully supports Massachusetts' application for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Jean Franco
Superintendent of Lowell Public Schools



Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

The Lowell Early Childhood Advisory Council (LECAC), as the Coordinated Family and Community Engagement grantee, is united by the common belief that to support young children in Lowell, we must work in partnership with our community and business partners to provide comprehensive resources that support the stabilization, promote school readiness, and ensure healthy development and emotional well being of children, ages birth through school-age and their families. Through CFCF/LECAC funding from the Department of Early Education and Care, we provide education and services to families to support their essential work as their child's first teacher in Lowell, reaching over 3,500 of families each year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

The LECAC voted to fully support the Massachusetts' application for a Preschool Enrichment Grant and urge funding to the Commonwealth at the full amount requested (\$60 million). See attached for a list of voting members.

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Terry O'Neill
Co-Chairperson
Lowell Public Schools

30 Madison Avenue
Springfield, MA 01105
phone: (413) 788-6522
fax: (413) 788-6679
TTY: (413) 733-2785



EDUCATING children. SUPPORTING families. BUILDING healthy communities.

662 High Street
Holyoke, MA 01040
phone: (413) 536-0363
fax: (413) 536-0928
TTY: (413) 532-2496

October 6, 2014

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

Holyoke•Chicopee•Springfield Head Start, Inc. is a Coordinated Family and Community Engagement grantee that is committed to providing low-income children and their families with a BEACON OF HOPE and source of support for a brighter future. We strive to do so by providing high quality comprehensive child development services to enrolled children and empowering families to achieve stability in their home environment. Through CFCE funding from the Department of Early Education and Care, we provide education and services to families to support their essential work as their child's first teacher in Holyoke, reaching hundreds of families each year.

We are excited at the opportunity that the federal *Preschool Expansion Grant* presents and are extremely pleased that the Commonwealth of Massachusetts is applying for this funding, which will strengthen and expand the state's coordinated system of programs and services for children, especially high-needs children, from birth through age 5.

Massachusetts is well positioned to compete for this funding which has the potential to provide Massachusetts up to \$60 million over the course of four years and will support the Commonwealth's efforts to develop and expand high quality preschool programs for children and families in some of our neediest communities.

The Commonwealth has already embraced a mixed-delivery system of early education and care that is comprised of community-based providers, public school district programs, Head Start/Early Head Start, independent family child care providers, and family child care systems. The Commonwealth is also advancing a birth through third grade model that is designed to link the early education (0-5) and elementary education (K-12) systems and ensure an integrated and aligned education continuum that supports increased academic outcomes for children. Providing the necessary foundation for a P-20 education pipeline will produce qualified workers for a 21st century, global economy.

The Commonwealth's ambitious yet achievable early learning and development reform agenda has been accelerated by a \$50 million, four year, Race to the Top - Early Learning Challenge federal grant award. The Department of Early Education and Care's efforts to advance program quality, teacher quality, and family/community engagement set a prime foundation for expansion of preschool access through successful state system, while offering bold strategies to address persistent barriers to closing the school readiness gap.

Holyoke•Chicopee•Springfield Head Start, Inc. believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

Holyoke•Chicopee•Springfield Head Start, Inc. is one of approximately 90 community- based programs in the EEC funded Coordinated Family and Community Engagement statewide network, serving families with children birth to school age who may or may not be in formal early education and care programs. The CFCE grant provides critical information to families on child development; transition supports; early literacy programming; assistance with connecting to comprehensive supports and outreach to isolated or hard to reach families. The Greater Holyoke CFCE provides literacy based playgroups at local homeless hotels and shelters to reach families and children that are at risk of starting kindergarten without the skills needed to succeed in school. We also provide parent education groups that

focus on the parent as the child's first teacher as well as providing child development information and support around parenting.

Holyoke•Chicopee•Springfield Head Start, Inc. knows full well the importance of Massachusetts' ongoing progress and efforts in increasing families' access to quality early learning opportunities that will foster the positive growth and development of their children.

Holyoke•Chicopee•Springfield Head Start, Inc. fully supports Massachusetts' application for a Preschool Expansion Grant and urge funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating agencies in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Janis Santos
Executive Director
Holyoke•Chicopee•Springfield Head Start, Inc.

● ●
*One Rogers Street
Cambridge, MA 02142*

Thomas L. Weber
Commissioner
Department of Early Education and Care
51 Sleeper Street, 4th Floor
Boston, MA 02210

Dear Commissioner Weber,

At IBM, we strive to lead in the invention, development and manufacture of the industry's most advanced information technologies, including computer systems, software, storage systems and microelectronics. We translate these advanced technologies into value for our customers through our professional solutions, services and consulting businesses worldwide.

The *Preschool Expansion Grant* program offered by the U. S. Department of Health and Human Services, Administration for Children and Families presents a significant opportunity for the Commonwealth of Massachusetts to leverage its accomplishments in strengthening and expanding the state's coordinated system of programs and services for children. IBM is pleased that the Massachusetts Department of Early Education and Care is applying for this competitive funding on behalf of the communities of Boston, Holyoke, Lawrence, Lowell, and Springfield, and I am writing to provide my support for the state's proposal.

IBM speaks from direct experience working with Massachusetts' state and local education agencies in stating that the Commonwealth is well positioned to compete for this funding. Most recently, IBM partnered with the Department of Early Education and Care and adult basic education centers in Boston, and the Boston Public Schools' family literacy center to provide technology that supports a two-generational model of learning.

IBM donated its Reading Companion early literacy educational technology software which assists families that are working to improve their English language and literacy skills and strengthens parents' ability to help their children develop early language and literacy skills and bolster their school readiness. EEC contributed Race to the Top - Early Learning Challenge funding to support educator professional development at the participating programs. Educators created and managed online classrooms for parents and students via the IBM Reading Companion website. Both parents and children accessed and benefitted from the software, which is tracking the increase in their language and literacy skills over time. This joint effort has provided services to approximately 135 families over the past three years.

For Massachusetts to stay competitive in a 21st Century global economy, it must produce a highly-skilled workforce, and the basis for this is strong education system that helps all students achieve at high levels. An infusion of \$60 million over the course of four years will support the Commonwealth's achievements in developing and expanding its high quality, P-20 education model that links early education and care (0-5) with elementary education (K-12) and higher education systems to provide a continuum of supports from birth to the workforce that increases academic outcomes for children.

IBM believes the very thorough and high-quality plans detailed in the state's early learning and development reform agenda represent a crucial opportunity to make significant strides in closing the

school readiness gap and ensuring all of our youngest citizens are prepared for lasting school and life success.

IBM fully supports Massachusetts' application for a *Preschool Expansion Grant* and urges funding to the Commonwealth at the full amount requested (\$60 million).

We look forward to supporting the Department of Early Education and Care and its participating communities in this important work and continuing our partnership to support all children, families, and citizens across the Commonwealth.

Sincerely,

(b)(6)

Cathleen Finn
New England Manager
IBM Corporate Citizenship & Corporate Affairs
cathleen_finn@us.ibm.com / 617-693-0623

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Massachusetts Department of Early Education and Care Preschool Expansion Grant Budget Narrative

Personnel:

Preschool Expansion Project Director (1.0 FTE) - \$85,000 - 100% of time dedicated to project

This individual will perform a number of roles including, but not limited to: (a) Support local partnerships to mold the strengths of the LEAs and the ELPs; (b) Coordinate state-level resources to support high-quality preschool learning opportunities in each of the participating programs and districts; (c) Liaison and coordination with DEEC staff in units across the agency; (d) Collaborate with staff at DESE, DHE, EOE, and the Executive Office of Health and Human Services (EOHHS); (d) Convene a high-level interagency advisory team including representatives from DESE, DHE and EOHHS [E(4)]; and (e) Foster implementation of Birth-Grade 3 policies; managing state-level data collection and studies.

Fiscal Monitor (1.0 FTE) - \$70,000 - 100% of time dedicated to project

This individual will monitor LEAs to ensure that the financial management systems of each of the LEAs meet standards related to financial reporting, accounting records, internal controls, budget controls, allowable costs, source documentation, cash management, non federal audits, and other grant related requirements. This individual will also conduct on-site fiscal monitoring of subgrantees.

Data Analyst (1.0 FTE) - \$70,000 - 100% of time dedicated to project

As data is key to DEEC's ability to monitor, assess, and improve preschool program quality, this individual will coordinate all collection, analysis and dissemination of data collected related to this project. This individual will act as a bridge between DEEC and our subgrantees and their partners and help in sharing data with our Federal partners and other states. This individual will also help facilitate the delivery of the longitudinal study detailed in our application narrative.

Master Teachers (3.0 FTEs) - \$150,000, split between DEEC and LEAs - 100% of time dedicated to project

Master Teachers will provide preschool teachers with coaching, mentoring, curriculum guidance, and support. Master Teachers will have at least a Bachelor's Degree, with preference given to Master's Degrees, at least five years experience teaching preschool, experience implementing developmentally appropriate curricula aligned with the Massachusetts Curriculum Framework's Preschool Learning Standards, experience adapting and modifying curricula and teaching practices to support children learning English as a second language and with special needs to meet the standards, experience with a range of assessment tools, experience using child assessment data to inform curriculum development and create developmentally appropriate individualized learning activities, and experience providing mentoring to teachers.

Fringe Benefits:

The Commonwealth of Massachusetts provides medical, dental, vision, life, disability and pension for full-time employees, and is calculated at 28.87% of annual salary. The calculations are as follows:

| | |
|--------------------------------------|----------|
| Project Director (\$85,000 x 28.87%) | \$24,540 |
| Fiscal Monitor (\$70,000 x 28.87%) | \$20,209 |
| Fiscal Monitor (\$70,000 x 28.87%) | \$20,209 |
| Master Teachers (\$75,000 x 28.87%) | \$21,653 |
| Total | \$86,610 |

Travel:

Funds are requested for travel for 6 staff members to attend meetings and perform site visits in local districts and at community partner sites as well as attending conferences and meetings related to this grant.

Equipment:

Each staff member will be assigned a computer for all work-related tasks. DEEC budgets \$2,000 per staff member each year for IT and IT support-related costs. As these employees will often be required to be traveling in the field, they will need a mobile way to note and collect information and keep in touch with the office.

Contractual:

These costs are broken down between \$75,000 for Information Technology services procured from the Massachusetts Executive Office of Education (EOE) and \$117,640 for costs related to the longitudinal study proposed in this grant application.

In Massachusetts, all departmental IT services are provided at the Secretariat level. We anticipate that this grant will require us to contract with EOE IT to modify, enhance, or connect a number of existing systems both at the state and local level as well as facilitate data collection and reporting structures for this grant.

\$117,640 is set aside for the DEEC portion of funding for a longitudinal study that assesses the impact of this grant on participating children. In consultation with the interagency advisory group, the RMTs, and a team of external researchers, DEEC will design a study to assess, in part, growth in child outcomes across developmental domains. The study will include assessment of child outcomes during the preschool year, at kindergarten entry, and during elementary school. It will also look holistically at program quality, family factors, and a wide range of outcomes in order to inform broader expansion of preschool access across Massachusetts. These costs will be shared with our LEA partners as part of their administration allocation once we have settled on a methodology, delivery system and scope.

Technical Assistance:

DEEC has budgeted and set aside \$25,000 in each year to participate in grantee technical assistance activities facilitated by EID or IHHS.

Other Funds Allocated to the State's plan:

DEEC is able to commit the following in state matching funds to this grant effort. Massachusetts is able to devote almost \$(b)(4) or almost (b)(6)% of our possible award to our effort to expand preschool opportunities. In each case we have worked to adhere to federal guidelines regarding criteria for matching and as a result we can offer the following to support this initiative:

1. \$(b)(4) from a new, state-funded grant program designed to support the establishment and improvement of preschool programs.
 - These funds will be used both to fund new pre-school classrooms and to improve quality in existing classrooms.
2. \$(b)(4) from the state's Child Care Quality Grant Program which is directly funded by receipts from the Commonwealth's "Invest in Children" license plates;
 - This grant funds a number of quality improvements at programs in the Commonwealth.
3. \$(b)(4) as a result of state funded, pre-school age placements in our income eligible subsidy program which is a targeted effort to reduce our waitlist;
 - This is the pre-school aged portion of \$(b)(4) increase in funding to support placements for children awaiting subsidies.
4. \$(b)(4) as a result of state-funded, pre-school age placements in our supportive program for children involved with the state's Department of Children and Families.
 - This is the pre-school aged portion of new supportive placements for children who have active cases with the Massachusetts Department of Children and Families.

Each of these sources with the exception of the citizen-funded Child Care Quality Grant Program, has seen support or increases from both the Governor as well as the State Legislature in recent years.

Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Funds will be distributed to our subgrantees as follows:

| City | # in K | % of grant | Total Allocation | 5% Admin | 5% Evaluation | Direct Services | Per child cost | # Of Children served |
|-------------|--------|------------|------------------|----------|---------------|-----------------|----------------|----------------------|
| Boston | (b)(4) | | | | | | | |
| Holyoke | | | | | | | | |
| Lawrence | | | | | | | | |
| Lowell | | | | | | | | |
| Springfield | | | | | | | | |

DEEC will be working with 5 subgrantee school districts: Boston, Holyoke, Lawrence, Lowell and Springfield. These subgrantees in turn will work with 12 community partners to implement new preschool classrooms. DEEC used current enrollment data of children in kindergarten in each district to approximate the number of eligible children in each district. Birth trend data in each community was also evaluated and supports this assumption as a reasonable benchmark for future preschool demand. Using these values, the full \$14.25M allocation remaining after the 5% set-aside was pro-rated and distributed amongst communities allocated by % of grant adjusted by a \$(b)(4) ceiling on Boston and a \$(b)(4) floor for Holyoke to prevent wide disparities due to population.

To meet the implementation requirements described in our narrative, each community's distribution was further adjusted with 6% carve-outs for both Administration and Evaluation of the grants at the local level. The assumed administrative burdens for LEAs include implementation costs, budgeting, and planning costs as well as monitoring and general oversight of grant activities performed by local partners.

The Evaluation funding will be used by LEAs for their joint participation in a longitudinal study that will study the delivery of high quality preschool programs and their impact on child outcomes. This study will also inform systemic changes for the state-wide early childhood system over time.

Combined, these carve-outs account for approximately 6% of the community's allocated amount.

Each community and partner agency has already provided a letter of commitment, but each will need to enter into an MOU within 90 days of the grant award. As part of their MOU development process, each LEA will need to develop a model for delivery on all requirements below as well as any other requirements that are developed during implementation. The MOU will address each of the following required elements to the design and provision of high quality preschool programming in their communities:

- *Self-Assessment.* An LEA and its subgrantees will be required (a) to jointly complete the following national self-assessment tool, *A Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches* and (re)visit this tool in years 1 and 4 minimally for planning, accountability and reporting purposes in each grant renewal cycle.
- *Improved Collaboration through Individualized and Joint Professional Development (IPD).* LEAs and DEEC-licensed ELPs will strengthen communication and collaboration between the public schools, community-based preschools, Head Start and family child care programs, and other community providers of comprehensive family services.
- *Staff Qualifications.* Through subcontracts with identified DEEC-licensed ELPs, LEAs will deliver services in compliance with HQPP Standards, including: (a) at least one BA-level DEEC-certified lead teacher (with credentials and requisite knowledge of content and pedagogy as defined in this grant) in each classroom serving Eligible Children; (b) teaching assistants with

appropriate credentials; (c) high quality professional development opportunities for all staff that includes evidence-based in-practice supports such as coaching and mentoring by a Master Teacher; and (d) compensate Preschool Expansion instructional staff at levels commensurate with local K-12 instructional staff.

- *Classroom Learning Environment.* Providers of HQPPs will offer full-day (minimum of 8 hours per day) and full-year programming; reduce class size to no more than 20 with at least one teacher with high staff qualifications; assure teacher/child ratios of no greater than 1:10. In addition, providers will assure the availability of high quality culturally- and linguistically- appropriate supplies and materials for children.
- *Developmentally appropriate culturally and linguistically responsive curriculum and instruction.* HQPPs programs will align the preschool curricula with the MA Curriculum Frameworks' preschool standards, provide individualized and joint professional development for public and community-based early education and care administrators and educators on implementation of the preschool curricula; and plan professional development on instructional approaches that are developmentally appropriate for preschool children.
- *Comprehensive assessment systems.* The LEA and the local DEEC-licensed ELPs will: (a) obtain an approved formative assessment tool for use in participating public and private sector preschool classrooms; alignment of formative assessment tools with MKEA will be addressed; (b) provide JPD on the use of the tool and formative assessment data (including observational data) to inform curriculum, individualization of instruction for children and future professional development needs of staff; (c) plan time for administrators and educators to review data and plan for instruction; and (d) enroll in the MA QRIS, seek and maintain accreditation through the NAEYC, and participate in the use of CLASS, ECERs, and/or other program quality tool as part of the evaluation/longitudinal study.
- *Comprehensive Services.* LEAs and the local DEEC-licensed ELPs will specify a plan to provide or refer to (for children enrolled and their families as needed) behavioral health consultation and evidence-based interventions, health, nutrition, vision, hearing and dental services. Programs will, whenever possible, offer comprehensive services on site (e.g., vision, hearing screenings) and will refer families to other comprehensive services when on-site provision is not possible. Programs will offer JPD on issues of case practice in the delivery of comprehensive services, and

collaborate with community-based organizations to assure effective referral and follow-up with individual children and families.

- *Inclusion.* LEAs and their contractual partners will: (a) provide JPD on the inclusion of *all* children, including children with disabilities, children who are English language learners, children who are experiencing homelessness; children from refugee and immigrant families, children from diverse socioeconomic backgrounds and children from military families; (b) provide JPD on the Preschool WIDA standards; (c) plan for curriculum, instruction and assessment practices that are designed that include appropriate accommodations, modifications and individualized supports so the needs of all children, including children with disabilities, children of diverse socioeconomic backgrounds and English language learners are met; (d) provide opportunities for administrators and educators to meet to discuss progress and plan instructional support for children meeting the criteria listed above; and (e) provide effective, family-responsive outreach to families, inviting and supporting their engagement in classroom and extended activities throughout the program year.
- *Linkages with 0-3 and K-3rd grade.* As described in [F], LEAs will continue to align HQPPS with supports and services (i.e., curriculum, instruction, assessment, inclusion, professional development, family engagement) for infants and toddlers as well as for children, families and teachers in Kindergarten through 3rd Grade.
- *Family and Community Engagement.* Applicants must describe plans to collaborate with the local CFCE specialist and Family Coordinator to: engage families and the community in the importance of early learning and development and support them in providing their children with developmentally appropriate learning opportunities at home and in the community; conduct outreach and provide support to educators working with families enrolled in the community partner programs; and focus on outreach strategies for hard-to-reach children and families, including those not currently served by early education and care programs with the local CFCE specialist.

Overall Budget Summary:

| Budget Categories | Grant Year 1 (a) | Grant Year 2 (b) | Grant Year 3 (c) | Grant Year 4 (d) | Total (e) |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------|
| 1. Personnel | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$ 300,000 | \$ 1,200,000 |
| 2. Fringe Benefits | \$ 86,610 | \$ 86,610 | \$ 86,610 | \$ 86,610 | \$ 346,440 |
| 3. Travel | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 30,000 |
| 4. Equipment | \$ 6,000 | \$ 6,000 | \$ 6,000 | \$ 6,000 | \$ 24,000 |
| 5. Supplies | | \$ - | \$ - | \$ - | \$ - |
| 6. Contractual | \$ 192,640 | \$ 192,640 | \$ 192,640 | \$ 192,640 | \$ 770,560 |
| 7. Training Stipends | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8. Other | \$ - | \$ - | \$ - | \$ - | \$ - |
| 9. Total Direct Costs (add lines 1-8) | \$ 592,750 | \$ 592,750 | \$ 592,750 | \$ 592,750 | \$ 2,371,000 |
| 10. Indirect Costs* | \$ 132,250 | \$ 132,250 | \$ 132,250 | \$ 132,250 | \$ 529,000 |
| 11. Funds to be distributed to Subgrantees | \$ 14,250,000 | \$ 14,250,000 | \$ 14,250,000 | \$ 14,250,000 | \$ 57,000,000 |
| 12. Funds set aside for participation in grantee technical assistance | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 25,000 | \$ 100,000 |
| 13. Total Grant Funds Requested (add lines 9-12) | \$ 15,000,000 | \$ 15,000,000 | \$ 15,000,000 | \$ 15,000,000 | \$ 60,000,000 |
| 14. Funds from other sources used to support the State's plan | (b)(4) | | | | |
| 15. Total Statewide Budget (add lines 13-14) | | | | | |

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Massachusetts Department of Early Education and Care

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 200,000.00 | 300,000.00 | 300,000.00 | 300,000.00 | | 1,200,000.00 |
| 2. Fringe Benefits | 86,610.00 | 86,610.00 | 86,610.00 | 86,610.00 | | 346,440.00 |
| 3. Travel | 7,500.00 | 7,500.00 | 7,500.00 | 7,500.00 | | 30,000.00 |
| 4. Equipment | 6,000.00 | 6,000.00 | 6,000.00 | 6,000.00 | | 24,000.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | 0.00 | | 0.00 |
| 6. Contractual | 192,640.00 | 192,640.00 | 192,640.00 | 192,640.00 | | 770,560.00 |
| 7. Construction | | | | | | |
| 8. Other | 25,000.00 | 25,000.00 | 25,000.00 | 25,000.00 | | 100,000.00 |
| 9. Total Direct Costs (lines 1-8) | 617,750.00 | 617,750.00 | 617,750.00 | 617,750.00 | | 2,471,000.00 |
| 10. Indirect Costs* | 132,250.00 | 132,250.00 | 132,250.00 | 132,250.00 | | 529,000.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 750,000.00 | 750,000.00 | 750,000.00 | 750,000.00 | | 3,000,000.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 23.12 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

| | | |
|---|--|--|
| Name of Institution/Organization Massachusetts Department of Early Education and Care | Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|--|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | (b)(4) | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs... (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Mr. | Thomas | | Weber | |

Address:

| | |
|-----------|--------------------|
| Street1: | 51 Sleeper Street |
| Street2: | |
| City: | Boston |
| County: | |
| State: | MA: Massachusetts |
| Zip Code: | 02210-1276 |
| Country: | USA: UNITED STATES |

Phone Number (give area code)

Fax Number (give area code)

617 988 6600

617 988 2451

Email Address:

tom.weber@massmail.state.ma.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

| |
|--|
| |
|--|

☐ No Provide Assurance #, if available:

| |
|--|
| |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|