

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



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150017

Grants.gov Tracking#: GRANT11769908

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 24, 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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/24/2014"/>	4. Applicant Identifier: <input type="text" value="New Hampshire Department of Ed"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="New Hampshire Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="026000618"/>	* c. Organizational DUNS: <input type="text" value="8085902770000"/>

d. Address:

* Street1: <input type="text" value="101 Pleasant Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Concord"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NH: New Hampshire"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code: <input type="text" value="03301-5492"/>

e. Organizational Unit:

Department Name: <input type="text" value="Bureau of Integrated Programs"/>	Division Name: <input type="text" value="Educational Improvement"/>
---	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Mary"/>
Middle Name: <input type="text" value="E"/>	
* Last Name: <input type="text" value="Earick"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Administrator Bureau of Integrated Programs"/>

Organizational Affiliation: <input type="text" value="New Hampshire Department of Education"/>
--

* Telephone Number: <input type="text" value="603-238-7400"/>	Fax Number: <input type="text" value="603-271-2760"/>
---	---

* Email: <input type="text" value="mary.earick@doe.nh.gov"/>
--

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:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102314-001

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number: 84.419A

13. Competition Identification Number:

84 419A2015 1

Title:

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

[Add Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="39,994,540.00"/>
* b. Applicant	<input type="text" value="(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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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 <input type="text" value="Mary Earick"/>	TITLE <input type="text" value="Administrator Bureau of Integrated Programs"/>
APPLICANT ORGANIZATION <input type="text" value="New Hampshire Department of Education"/>	DATE SUBMITTED <input type="text" value="10/24/2014"/>

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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: NH Department of Education
* Street 1: 101 Pleasant Street Street 2:
* City: Concord State: NH New Hampshire Zip:
Congressional District, if known:

6. * Federal Department/Agency: D/4	7. * Federal Program Name/Description: Elemental Development Grants CFDA Number, if applicable: 84.409
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: * First Name: n/a Middle Name:
* Last Name: n/a Suffix:
* Street 1: Street 2:
* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
Prefix: * First Name: r/a Middle Name:
* Last Name: n/a Suffix:
* Street 1: Street 2:
* City: State: Zip:

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: Mary Erick
* Name: Prefix: * First Name: Mary Middle Name:
* Last Name: Erick Suffix:
Title: Telephone No.: Date: 10/23/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S419A150017

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.

	Add Attachment		
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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

New Hampshire Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Mary

Middle Name: R

* Last Name: Farick

Suffix:

* Title: Administrator Bureau of Integrated Programs

* SIGNATURE: Mary Farick

* DATE: 10/24/2014

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.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

In a meta analysis of 49 evaluation reports, 46 reported positive outcomes, concluding that full service community schools are a viable and advantageous alternative to current models of schools (Dryfoos, J. 2002). The respect and value of this model is evidenced at the National Center for Community Schools funded by the Children's Aid Society in New York and the National Coalition for Community Schools housed at the Institute for Educational Leadership supported by The Atlantic Philanthropies, the Annie E. Casey Foundation, JP Morgan Chase Foundation, The Charles Stewart Mott Foundation, the Stuart Foundation, and the W. K. Kellogg Foundation and successfully serves the communities with the greatest challenges. FSC schools build on the strength of communities and leverage resources currently in place share four overarching characteristics. They are comprehensive, collaborative, coherent and committed.

New Hampshire will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development. Each regional center will have direct support from two NH FSC coaches who would offer weekly coaching in inclusive education, early literacy, STEM literacy and culturally responsive teaching over the 4-year granting period. Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally responsive education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features, inclusive environments, project-based learning and purposeful play.

The **output** will be 4 Early Childhood FSC programs that could be replicated using sustainability tools developed during and built into the grant's infrastructure. Those tools would include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the Birth through grade 3-continuum understanding these are foundational years in a child's growth and development directly impacting through new and improved preschool slots a projected 62% of our preschool age children and families.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

PDG Application Final For Upload.pdf

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)



**UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES**

FY2014

**Preschool Development Grants --Development Grants
Application for Initial Funding
For**

CFDA Number: 84.419A



Dated Material - Open Immediately

Closing Date: October 15, 2014

4:30 pm

U.S. Department of Education

Washington, DC 20202

Approved OMB Number: 1810-0717

Expiration Date: 02/28/2015

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New Hampshire's Early Childhood Full-service Community Schools Model for Preschool Development: Supporting Competent and Confident Children

Executive Summary

(A)(1) The State's Progress to Date

The Preschool Development grant offers a unique opportunity to expand New Hampshire's work in equitable inclusive education as we close opportunity gaps (Barnett et al., 2013¹) many of our children experience as they enter public schools. Creating a seamless system of supports from the time they enter the public school to when they graduate high school college and career ready is central to our mission and vision. We know that in order to have college and career ready graduates children must have rich early experiences (Spark, NH, 2014²), to feed the mind and body, be reading and writing on grade level (Hernandez, 2011³), engage in 21st century skills (Partnership for 21st Century Skills, 2014) and have proficiency in mathematics (NRC, 2009⁴) supporting confident and competent learners. In order to achieve this goal, New Hampshire is proposing an Early Childhood Full-service Community School (ECFSC) model that is inclusive, project-based and incorporates purposeful play.

New Hampshire is focused on educational transformation as exhibited in our initiatives, most recently the New Hampshire Department of Education's partnership with the national SWIFT Center (2014). The SWIFT Center is a U.S. Department of Education Office of Special Education Technical Assistance Program, which is supporting New Hampshire's drive and readiness to provide the highest quality education possible to ALL children. SWIFT is a national center whose mission is to mentor SEAs and educators as they provide the kind of academic and behavioral support that will result in excellence and equity in full inclusion communities.

¹ W. Steven Barnett, "Effectiveness of Early Educational Intervention," *Science* 333 (2011): 975–78, doi: 10.1126/science.1204534; Jeanne Brooks-Gunn, "Early Childhood Education: The Likelihood of Sustained Effects," in *The Pre-K Debates: Current Controversies and Issues*, ed. Edward Zigler, Walter S. Gilliam, and W. Steven Barnett (Baltimore: Brookes Publishing, 2011); Haskins and Sawhill, Opportunity Society.

² Spark New Hampshire serves as the states Early Childhood Advisory Council. <http://sparknh.com/about>

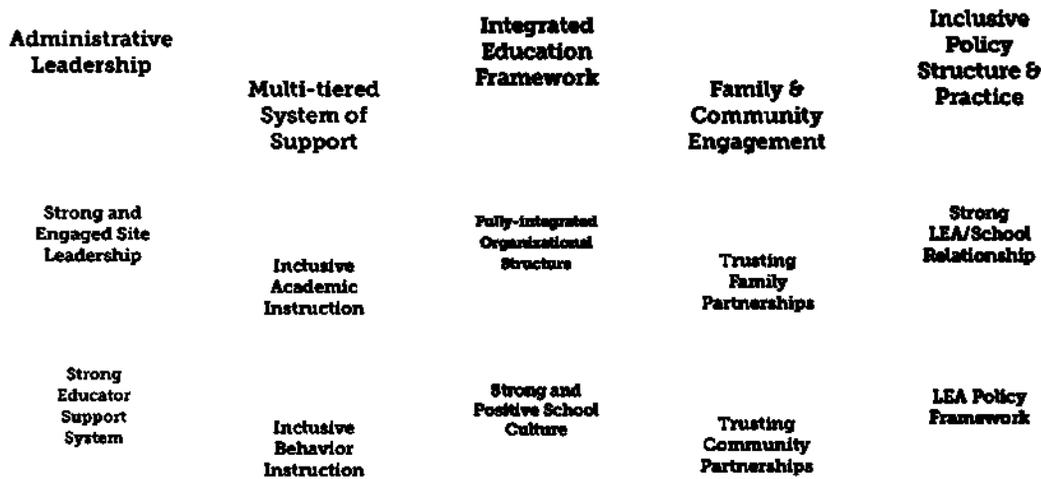
³ Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

⁴ The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council are private, nonprofit institutions that provide expert advice on some of the most pressing challenges facing the nation and the world. Our work helps shape sound policies, inform public opinion, and advance the pursuit of science, engineering, and medicine.

Central to our SWIFT work is an interagency team focused on providing early experiences grounded in the SWIFT Domains. The SWIFT domains and features are the building blocks of effective inclusive education (Waldron, 2010⁵). Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive policies and practices to effectively meet the needs of ALL students, including students with disabilities and those with the most extensive needs. These domains and features are also central to an ECFSC educational model.



Domains and Features



New Hampshire is a SWIFT development state offering us the opportunity to leverage the State Educational Agency interagency team we are building with their support as we implement our preschool professional development grant.

⁵ Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.

Interagency Collaborations

2014 brought 4 new initiatives funded by the New Hampshire Bureau of Special Education to support improved results for preschool children with disabilities, which we are kept abreast of at weekly **SWIFT** core-team planning sessions.

Preschool Technical Assistance Network: PTAN

- Statewide technical assistance and support network for preschool special education
- Supports Regional Stakeholder Input Groups through the Southeastern Regional

Education Service Center (SERESC)

Race2K: *Maximizing results for preschool children with disabilities, because Kindergarten is too late!*

- Focus on the special education process for preschool children with disabilities and program improvement, including child find, early transitions and the continuum of settings, Free Appropriate Public Education (RAPC) in the Least Restrictive Environment (LRE) through the Parent Information Center (PIC⁶).

Preschool Outcome Measurement System (POMS) Technical Assistance Consultation

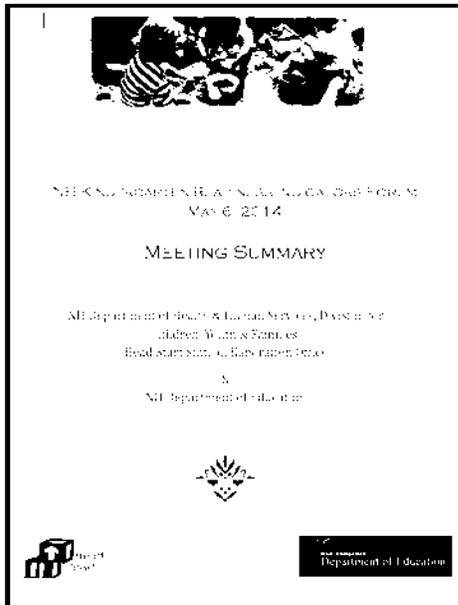
- Supports districts with data collection and utilization to improve outcomes for preschool children with disabilities and acts as a resource for IEP development

Early Education and Intervention Network (EEIN) Mentorship Program

- Funded jointly by the NH Department of Education and NH Department of Health & Human Services EEIN will provide mentorship opportunities for personnel in Family-Centered Early Supports & Services, Child Care and Preschool Special Education

In addition to 4 new initiatives this year, the Bureau of Special Education was awarded a SEE Change: Sustainable Early Engagement for Change Grant. NH applied for and was selected to receive intensive training and technical assistance from the federally funded Early Childhood TA

⁶ PIC assists families and schools in building strong family/school/community partnerships to increase parental involvement in children's education, with the goal of increasing student academic achievement.



Center (ECTA). This is a cross-sector, birth through age five initiative that supports the implementation of evidence-based practices (DEC Recommended Practices⁷) that are most likely to increase child engagement with peers, adults and materials.

And finally the Bureau is engaging in a Special Education State Performance Plan (SPP) and Annual Performance Report (APR). The new SPP is a six-year plan that is due to the federal Office of Special Education Programs (OSEP) by February 2, 2015. The SPP includes indicators that measure the performance

of children and youth with IEPs, including where they receive services, child outcomes, early transitions, and parent involvement. There is a new indicator in the SPP called the State Systemic Improvement Plan (SSIP). In NH, the **SSIP will focus on improving outcomes for preschool children with disabilities** and will include input from the field.

Simultaneously the NHDOE's Bureau of Integrated Programs is working closely with the New Hampshire Coordinator of Head Start in the Department of Health and Human Services also known as DHHS. Jointly the NHDOE and DHHS co-hosted a statewide forum on Developmentally Appropriate Practices (DAP⁸) and Kindergarten Readiness. Central to this technical assistance project is bringing educators working in diverse locations Birth through age 8 to common understandings on best practices in early childhood. This partnership between the NHDOE and DHHS's has resulted in regional Head Start presentations, 2014 NH Educator's Summer Summit Presentation and will be featured at the 2015 Early Childhood Leadership Academy at the 2015 NH Educator's Summer Summit.

⁷ DEC Recommended Practices are a DEC initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. The Recommended Practices were first developed by DEC in 1991 to provide guidance to the relatively new field of Early Intervention/Early Childhood Special Education. In the late 1990s, work was undertaken to revise the initial set of practices and establish the evidence base for the practices through an extensive review of the literature. Through recent collaborative work with the Early Childhood Technical Assistance Center (ECTA), the practices have been revised and updated, and a new set of DEC Recommended Practices is now available.

⁸ See National Association for the Education of Young Children. DAP Position Statement, 2009.

The NH Bureau of Integrated Programs, NH Bureau of Special Education and the NH DHHS have developed cross agency relationships that are foundational to insuring a successful preschool development plan that will benefit ALL children.

(A)(2) Provide High-Quality Preschool Programs in one or more High-Need Communities

Regional Centers Representing Consortia from the North, West, East and Southern communities will respond with an “ intent to apply” in January of 2015 if funded. Technical Assistance will be provided by Regional NH FSC Coaches to insure all funding requirements are met. New Hampshire is unique in that we are geographically diverse. The North Country has the highest density of extreme poverty in the state while also has the largest land area to travel for services comprised of rural and rural remote communities. Our Southern Region has the highest density of language diversity with over 170 dialects spoken in their public schools as well as the largest class sizes serving the majority of our relocated New Americans. Our West and East Regions although in high tourist areas do not share the fiscal security that many of their second home residents enjoy, and often are service workers in their home regions. Lead districts with a poverty rate in excess of 40% have submitted letters of support and will be able to submit a letter of intent to apply. The intent to apply will allow subgrantees to take advantage of technical assistance in developing consortia that will service their community programs in a FSC model coordinating services and resources Birth to age 8.

(A)(3) Increase the Number and Percentage of Eligible Children served in High-Quality Preschool Programs

	2014	2015	2016	2014
New Slots	378	500	500	500
Improved Slots	1,050	1,050	1,050	1,050
Increase %	20.64%	51.19%	51.19%	62.06%

New Hampshire’s scale up plan will raise the number of eligible students served from approximately 20.64% to 62.06% over a 4-year period. Subgrantees will apply for a full 4-year project to insure consistency and promote sustainability. Only students meeting poverty eligibility limits of 200% or below can be served to insure all funds are supplemental and not supplanting. As preschool is not required in the state of New Hampshire the issue of supplanting

funds will be limited to guidance on meeting poverty guidelines. This information can be obtained from SNAP and free and reduced data currently collected. For home or community based programs our comprehensive needs assessment will capture eligible programs for this project.

(A)(4) Characteristics of High-Quality Preschool Programs

Evidence-based Model Proposed: Full-Service Community (FSC) Schools

In a meta-analysis of 49 evaluation reports, 46 reported positive outcomes, concluding that full service community schools are a viable and advantageous alternative to current models of schools (Dryfoos, J., 2002⁹). The respect and value of this model is evidenced at the National Center for Community Schools funded by the Children's Aid Society in New York and the National Coalition for Community Schools housed at the Institute for Educational Leadership supported by The Atlantic Philanthropies, the Annie E. Casey Foundation, JP Morgan Chase Foundation, The Charles Stewart Mott Foundation, the Stuart Foundation, and the W. K. Kellogg Foundation and successfully serves the communities with the greatest challenges. FSC schools build on the strength of communities and leverage resources currently in place that share four overarching characteristics. They are:

- **Comprehensive** – Coordinated partnership resources respond to wide spectrum of need
- **Collaborative** – All stakeholders share leadership and meaningful engagement
- **Coherent** – Programs and services are effectively coordinated and seamlessly integrated
- **Committed** – Sustained long-term partnerships with shared vision and accountability for results

New Hampshire's Model

- **Early Childhood** - inclusive programming and quality assurances
- **Family** - engagement, education and leadership
- **Support Services** – coordination of community-based medical, dental and mental health services
- **Development** – community and economic

⁹ Dryfoos, J. (2003). A Community School in Action. *Reclaiming Children and Youth*. V11(4) pp.203-205

New Hampshire will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting a quality rating and improvement system and intensive coaching and professional development. Each regional center will have direct support from two NH FSC coaches who would offer weekly coaching in inclusive education, early literacy, STEM literacy and culturally responsive teaching over the 4-year granting period. Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally responsive education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features: inclusive environments, project-based learning and purposeful play.

The **output** will be 4 Early Childhood FSC programs that could be replicated using sustainability tools developed during and built into the grant's infrastructure. Those tools would include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the Birth through grade 3-continuum understanding that these are foundational years in a child's growth and development directly impacting through new and improved preschool slots a projected 62% of our preschool age children and families.

The professional development and technical assistance needed to accomplish these goals will be delivered at annual Early Childhood Leadership Academies, Quarterly Professional Learning Network meetings and weekly intensive coaching. To prepare a well-developed model, we elicited the counsel of nationally recognized thought partners whom we would like to acknowledge for their generous gifts of time and expertise. Their dedication to educational equity and early education is inspiring.

Our Thought Partners:

The National Institute for Early Education Research NIEER

The National Institute for Early Education Research (NIEER) conducts and communicates research to support high-quality, effective early childhood education for all young children. Such education enhances their physical, cognitive, and social development, and subsequent success in school and later life. Past and current supporters of research performed by NIEER include: The Pew Charitable Trusts, Carnegie Corporation of New York, The Fund for New Jersey, Geraldine R. Dodge Foundation, The David and Lucile Packard Foundation, The Prudential Foundation, The Schumann Fund for New Jersey, Smith Richardson Foundation, Tulsa Community Foundation, and the U.S. Department of Education's Office of Educational Research and Improvement (OERI). NIEER also leads the Center on Enhancing Early Learning Outcomes (CEELO), one of 22 comprehensive centers funded by the U.S. Department of Education's Office of Elementary and Secondary Education to strengthen the capacity of State Education Agencies to lead sustained improvements in early learning opportunities and outcomes.

FirstSchool Frank Porter Graham Child Development Institute UNC at Chapel Hill

FirstSchool provides research expertise and professional development support in collaboration with states, districts, schools, administrators, and teachers. FirstSchool partners with entities that want to focus on improving the school experiences of African American, Latino, and children in families with low incomes in PreK-3rd grade. The vision of school reform is based on:

- Reinvigorating a professional culture that respects the expertise of teachers and leaders and actively involves them in reform efforts
- Belief in the process of collaborative inquiry and a mindset of continuous improvement
- Guiding states, districts and schools towards a more effective use of data that offers new lenses through which to view and inquire into practice
- Designing generative curriculum that is aligned, balanced, integrated, relevant, and developmental, using children's own funds of knowledge as a key resource
- Developing instructional practices that foster cultures of caring, competence, and excellence

- Developing home-school partnerships that value families' perspectives and involve them in a genuine partnership

The team is based at the Frank Porter Graham (FPG) Child Development Center at the University of North Carolina - Chapel Hill. Staff has extensive experience within the educational field as practitioners and researchers, as well as ground-level knowledge and experience that helps in forming meaningful relationships with education partners at every level.

MI Measurement

Measurement Incorporated™ (MI) is an employee-owned corporation that provides educational and professional examinations, program evaluation, and related services to state and local governments, other testing companies, and various professional organizations. Since its founding in 1980, MI has earned and continues to uphold its reputation as the industry leader in providing professional handscoring services for essays and open-ended exams. MI has steadily built its capabilities and expertise to include test development, scanning, scoring, score reporting, psychometric services, program evaluation, printing, administration, secure shipping and storage, professional development, tutoring, and multimedia instructional support.

SWIFT CENTER

SWIFT is a national center whose mission is to help educators in providing the kind of academic and behavioral support that will result in excellence in education for all students, including those with specialized support needs. The SWIFT process capitalizes on engaging the whole school community in ways that will positively transform the learning outcomes for all students. SWIFT is designed to combine the strengths of regular and specialized educators (i.e., special education, English Language Learners, etc.) by supporting them in working in concert with one another when teaching the grade level curriculum. Together, teachers can better meet the unique learning needs of all students.

National Association for the Education of Young Children 3 Core Features Developmentally Appropriate Practices (DAP)

Knowing about child development and learning. Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development.

Knowing what is individually appropriate. What we learn about specific children helps us teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

Knowing what is culturally important. We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

Building on developmentally appropriate practices (DAP) and research in child development and learning for individual, groups of children and culturally relevant education, the New Hampshire Early Childhood Full-service Community School (ECFSC) model will have the following pedagogical core features: inclusive environments, culturally responsive teaching, project-based learning and purposeful play.

Inclusive Education

The benefits of inclusive education for both typically and atypically developing children have been clearly documented. Key findings include:

Frostdad and Phil (2007¹⁰) found that the social gap between typically and atypically developing children is decreased in inclusive classrooms. In addition they found that low empathy by typically developing children towards children with special needs is related to decreased feelings of belonging to a school community and building friendships.

¹⁰ Frostdad, P. & Pijl, S.J. (2007). Does being friendly help in making friends? The relation between the social position and social skills of pupils with special needs in mainstream education. *European Journal of Special Needs Education*, 22 (1) 15-30

Children with special needs in inclusive educational environments identify with normalcy, have increased access to content specialists and achieve higher levels of academic achievement (Bouck, 2009; Zions, 2005¹¹).

Empathy development for typically developing children increases in inclusive classroom as (Downing & Peckman-Harding, 2007), as well as appreciation for diversity, self-esteem and friendship development for ALL children typically and atypically developing children (Carter & Kennedy, 2006¹²) Inclusion not only support academic outcomes, butt leads to increased peer acceptance and friendship quality (Vaugh, et.al, 1998¹³).

Project-based Learning

Project-based Learning (PBL) is a pedagogy applied by educators that posits that children (and adults) learn best by engaging in experiences that solve real-world problems (Barron & Darling-Hammon, 2008; Thomas, 2000¹⁴). Applying inquiry-based methods children focus on real problems or topics of deep interest; drive their own learning supporting self-regulation; work in pairs or small groups while educators coach and facilitate the learning environments.

Research¹⁵ has clearly identified the effective components of PBL:

1. Realistic projects or problem that aligns with a child's development and is intentional.
2. Small groups of 3-4 children with diverse developmental and learning styles that promote self-regulation and collaboration.
3. Feedback loops that include time for children to visit and revisit their projects have a variety of ways to present their understandings (such as performances, plays, exhibits).
4. Professional learning networks for educators to reflect and grow as professionals engaged in PBL.

¹¹ Zions, P. (Ed.). (2005). *Inclusion strategies for students with learning and behavior problems: Perspectives, experiences and best practices* (2nd ed.). Austin, TX: Pro-ed. Bouck, E. C. (2009). No Child Left Behind, the Individuals with disabilities education act and functional curricula: A conflict of interest? *Education and Training in Developmental Disabilities*, 44(1), 3-13.

¹² Carter, E. W. & Kennedy, C.H. (2006). Promoting access to the general curriculum using peer support strategies. *Research & Practice for Persons with Severe Disabilities*, 31(4), 284-292.

¹³ Vaughn, S., Elbaum, B.E., Schumm, J.S., & Huges, M. (1998). Social outcomes for students with and without learning disabilities in inclusive classrooms. *Journal of Learning Disabilities*, 31(5), 428-436.

¹⁴ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning*. Powerful Learning: What We Know About Teaching for Understanding.

¹⁵ Barron & Darling-Hammond, 2008; Frumer & Simons, 2005; Mergendoller & Thomas, 2005; Hung, 2008.

When PBL is implemented successfully children experience personal satisfaction taking ownership of their learning while feeling free to take risks and engage in invention!

Purposeful Play

“Play becomes purposeful when children’s potential for learning is enhanced while these attributes of play are maintained. These attributes can be heightened by people and/ or the addition of objects of inquiry. For example, children engage in collaborative interactions as they negotiate resources, share ideas, and have conversations (Gilbert, Hartc & Patrick, 2011¹⁶).

In 2007 the American Association of Pediatrics¹⁷ released a report on the need for play and its central role in healthy child development. Play supports physical and cognitive growth and development. And it is through play that children demonstrate complex symbolic thinking and self-regulation as they reflect and explain their thinking. In purposeful play educators deeply observe, scaffold and develop feedback loops to children that enhance and elevate their learning. Key characteristics of purposeful play are joy in engagement, exploration and investigation, collaborating in small groups, risk taking and invention. These characteristics are all embedded in the evidence-based practices of project-based learning, making them both not only important to children, but important for educators to understand in order to apply the most effective pedagogical methods.

Culturally Relevant Teaching

Culturally relevant (Irvine, 2010) pedagogy moves teachers beyond a “tourist” understanding of diverse cultural perspectives and languages to a deeper understanding of the power dominant groups have over what is taught and how it is taught. Subgrantees will engage in on-going professional development on the need to have a deep understanding of their students and families cultural backgrounds through the identification of their funds of knowledge and to then integrate that information into the school community to connect the learning and teaching in familiar and meaningful ways.

¹⁶ Gilbert, J.,Harte, H., & Patrick, C. (2001). Purposeful play leads to school readiness (PDF). *Dimensions of Early Childhood*, V 39(1), pp.29-37.

¹⁷ American Academy of Pediatrics (2007). *The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds*.
Irvine, J. (2010). *Culturally Relevant Pedagogy*.

(A)(5) Expectations for School Readiness – A Developmental Approach

<p>School Readiness Must be Flexibly and Broadly Defined</p> <p>National Association for the Education of Young Children, 2009</p>
<p>Young children develop in different ways. Readiness does not happen at the same time or in the same way for all children. For example, one child may develop language skills rapidly while being slower to gain social competence. Definitions of readiness must consider these variations.</p>
<p>All areas of children’s development and learning must be included in definitions of readiness. Readiness is more than basic knowledge of language and math, important as these are. Readiness expectations should include all areas: physical, cognitive, social, and emotional competence as well as positive attitudes toward learning.</p>
<p>The concept of readiness includes much more than children’s readiness. As defined by the National Education Goals Panel, the School Readiness Indicators Initiative, and others, <i>readiness</i> includes ready children, ready families, ready communities, ready early care and education, and ready schools. All are necessary so that all children will experience success.</p>

Expectations of children must always be accompanied by expectations for their teachers.

<p>Through the decisions they make, excellent teachers translate the DAP framework into high-quality experiences for children. Such teaching is described in NAEYC’s position statement on Developmentally Appropriate Practice, pages 16-23: "Guidelines for Developmentally Appropriate Practice." These guidelines address five key aspects of the teacher's role:</p>
<p>1. Creating a caring community of learners</p>
<p>2. Teaching to enhance development and learning</p>
<p>3. Planning curriculum to achieve important goals</p>
<p>4. Assessing children's development and learning</p>
<p>5. Establishing reciprocal relationships with families</p>
<p><i>“Let’s think of these guidelines as five points on a star—a “mariner’s star” to guide our journey to help children learn best. Each point of the star is a vital part of good practice in early care and education. None can be left out or shortchanged without seriously weakening the whole.”</i></p> <p>National Association for the Education of Young Children, 2009</p>

(A)(6) Diverse Stakeholders

New Hampshire’s application includes nationally recognized educational thought partners, high needs schools districts who meet the funding criteria and hope to respond to our RFP, US Senators and Representatives, parent associations, Charitable foundations and endowments, representatives from health and human services as well as leading Policy Analysis groups in NH, led by Ann Mitchell and the Carsey Institute at UNH. These groups span the birth through 20 continuum. These stakeholders represent the needed partners for a successful ECFSC Model.

144	NIEER
146	MI Measurement Incorporated
148	First School at Frank Porter Graham CDC, UNC-Chapel Hill
149	Ashland and Inter-Lakes School Districts
151	Berlin School District
152	Concord School District
153	Nashua School District
154	Somersworth School District
155	NH Dept. of Health and Human Services, Commissioner Nicholas Toumpas
157	Spark NH
158	U.S. Senator Jeanne Shaheen
159	U.S. Senator Kelly Ayotte
160	U.S. Representative Ann McLane Kuster
161	U.S. Representative Carol Shea-Porter
162	NH State Board of Education
164	Joint Letter from: NH Charitable Foundation, Jessie B. Cox Charitable Trust, United Way of Greater Nashua, United Way of the Greater Seacoast, NH Endowment for Health, Monadnock United Way, and NH Community Loan Fund
166	Granite United Way
167	Carsey School of Public Policy
169	NH School Administrators Association
170	NH Pediatric Society
171	Anne Mitchell: Early Childhood Policy Research
172	NH Early Childhood Education Higher Education Roundtable
174	Joint Letter from: Child Care Aware of NH, Early Learning NH, NHAEYC, and NH Head Start Directors Association
175	Coös Coalition for Young Children and Families
176	NH Association for Infant Mental Health
177	Parent Information Center
179	NH Interagency Coordinating Council

Commitment to High-Quality Preschool Programs

(B)(1) Early Learning and Development Standards

The development of NH's Early Learning Standards (2013) (Appendix p.61) was led by DHHS, DCYF and DOE. These standards have already been aligned with the NH Kindergarten Readiness Indicators (Appendix p.67) and our plan calls for an additional alignment of the standards to National Kindergarten College and Career Readiness Standards to support districts that choose to use them. The Early Learning Standards consist of five developmental domains – Social and Emotional, Language and Emergent Literacy, Cognitive – comprised of numeracy, science, social studies and approaches to learning, Physical Development and Health, and Creative Expression and Aesthetic Appreciation. The attached document has been reviewed and validated (2014) by Dr. Sharon Lynn Kagan of Columbia Teachers College and Dr. Catherine Scott-Little of UNC and intensive technical assistance is being provided by The Federal Office of Child Care National Center on Child Care Quality Improvement.

In revising the ELDS, NH consulted multiple resources to assure that the standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers and that all essential domains of school readiness are covered. The ELDS Task Force included key representatives from cross sector organizations, including the DOE Part B/619 coordinator who assured that the standards were appropriate for children with disabilities or delays. Additionally, resources from the DOE Title III State Director and the Office of Head Start Dual Language Learning Report informed the development of the standards.

The ELDS are developmentally appropriate, with seven age categories: birth to nine months; 9-18 month; 18-24 months; 24-30 months; 30-36 months; 3-year-olds and 4 and 5-year-olds up to entry into kindergarten. The draft ELDS also includes all developmental domains essential to school readiness: social and emotional; language, literacy; numeracy; science and social studies; approaches to learning; physical development and health; and creative expression and aesthetic appreciation.

ELDS alignment with K-3

NH's draft ELDS were cross-walked and aligned with the State Kindergarten Readiness Indicators, which are aligned with kindergarten to third grade standards. The draft ELDS shows

the State Kindergarten Readiness Indicators side-by-side with the 4- and 5-year old ELDS. The alignment was conducted for all developmental domains, including literacy and numeracy.

ELDS incorporation in Program Standards

The revised ELDS are included in the current draft of the TQRIS (Granite State Stars to the Summit, or GSSS) standards and will be included in the revised version. GSSS will also require programs at higher tiers to align their curricula with the ELDS. The revised ELDS will be: integral to the comprehensive assessment requirements in the revised GSSS; included in The Workforce Knowledge and Competency Framework; and addressed within multiple PD activities/training activities.

Family Partnerships in Action

The Parent Involvement Survey in Special Education is sent out by the NH Department of Education (NH DOE) each spring to all parents of children with disabilities (parents of children who have IEPs) to learn more about how school districts are involving families in their child's special education. This survey is done each year to meet a requirement as part of our State Performance Plan (SPP). More importantly, data from the survey provides key information to individual school districts to help them improve family-school partnerships in special education.

Our SWIFT partnership schools insure that families are not merely visitors in their children's schools but are active members in the educational community. SWIFT partnership schools engage families as members of their leadership teams having a clear voice in school based decision making. Families work side-by-side with formal and informal educators in their children's schools. In addition families become community engagement outreach partners as they identify supports and services that will benefit all members of their school community.

The NH Bureau of Special Education and DHHS Head Start (Appendix p.109) has a long history of family engagement, partnerships and community building. Their foundational work

both locally and nationally of meeting the needs of children and families with disabilities, expertise in offering targeted preschool programming and professional development will guide our work with families. These are examples of the deep commitment of the NHDOE and DHHS leadership and our State toward high quality educational experience for ALL children that directly engage and honor families as central members in the educational process.

“Too often strengthening family-school partnerships is viewed as something additional we need to do when it is actually a natural part of what we do every day. Strengthening our partnerships with families of children with disabilities or school staff doesn’t take a great deal of extra work but rather a new perspective on our daily interactions with staff or families. Parents and school staff have an equal opportunity and responsibility to work together to improve educational outcomes for all children, including those with disabilities. NH Connections recognizes that there is no “one size fits all” method for families and school to work together.”

New Hampshire Bureau of Special Education NH Connects Project

(B)(2) New Hampshire Financial Investments

Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Pre K Direct Services (b)(4)		B-8 Health and Education Services (b)(4)			
Source of Funds	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17	Fiscal Year 2017-18	Total
(b)(4)					
Title I –A Voluntary Preschool	\$987,000	1,208,000	Projected to continue at similar level or increase through voluntary use of funds	Projected to continue at similar level or increase through voluntary use of funds	\$4,611,000
IDEA – Part C 2013 Federal: \$2,061,388 State: (b)(4)	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	Federal: \$8,245,552 State: (b)(4)
IDEA Part B/611 (See note)	\$534,000	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$2,136,000
IDEA Part B/619 (See note)	\$325,000	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	\$1,300,000
Head Start Collaboration funding	(b)(4)				
Title V MCH Block Grant	Federal: \$1,976,838 (see note) State: (b)(4)	Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	Federal: \$7,907,352 State: (b)(4)
(b)(4)		Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	(b)(4)
		Projected to continue at similar level	Projected to continue at similar level	Projected to continue at similar level	

0-9 estimate					
Child welfare services under Title IV (B) and E of the Social Security Act	(b)(4)				
	IV(E): \$3,928,749 federal (IV-E) and (b)(4)	IV(E): Projected to continue at similar level	IV(E): Projected to continue at similar level	IV(E): Projected to continue at similar level	IV(E): Federal: \$15,714,996 State: (b)(4)
(b)(4)					
HRSA Grants to States to Support Oral Health Workforce Activities (Began 2013)	\$287,190	\$205,796			\$492,986
MIECHV	Formula Grant: \$1,000,000 Competitive Grant: \$1,461,377	Formula Grant: \$1,000,000 Competitive Grant: \$1,461,377			Formula Grant: \$2,000,000 Competitive Grant: \$2,922,754
(b)(4)					
SAMHSA Project LAUNCH grant	\$839,650	\$839,650	\$839,650	\$839,650	\$3,358,600
SAMHSA System of Care Grant (began 2013 – 4 years)	\$1,000,000	\$1,000,000	\$1,000,000		\$3,000,000

(approximate)					
SAMHSA NH Communities for Children grant	More than \$8M for 4 years	-----→	-----→	-----→	\$8,000,000
ACF Partners for Change Grant	\$3.2 M for 5 years	-----→	-----→	-----→	3,200,000

(b)(4)

EC-SEAT Project US Dept. of Education	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
CDC Obesity Prevention Grant	\$60,685.32 total devoted to ECE	\$242,741.28			

Head Start Collaboration funds are confirmed for 2014 and are expected to remain constant through the grant period.
 Title I Part A funds for Voluntary Preschool
 Numbers for IDEA Part C based on 2013 budget

(b)(4)

Title V MCH Block Grant: Federal: \$1,976,838: \$791,309 (40%) for Preventive and Primary Care for children; \$830,034 (41%) for Children with Special Health Care Need
 Child welfare services under IV(E): funds: out of home care (foster care and residential) for SFY13 for abuse & neglect, CHINS and delinquents – includes non EC dollars

(B)(3) Enacted and Pending Legislation, Policies, and/or Practices

New Hampshire's history of legislation and policy in the EC arena is an example of its strong commitment to children's health, development, and learning. Table NH:A1 depicts key legislation in this area.

1999: Credentialing of Personnel in Early Care and Education Program	Creation of the NH Early Childhood Professional Development System (RSA 170-E:50). Infant/Toddler endorsement added in 2012.
Credentialing of Personnel Serving Children Ages 3-21	Early Childhood Teachers – birth-grade 3 (Ed Admin Rules 507.18) Early Childhood Special Education Teachers – birth-grade 3 (Ed Admin Rules 507.39)
2005: Tiered Quality Rating and Improvement System established	DHHS designed \$500,000 per year to provide quality incentives to programs that are “Licensed-Plus” through the NH Child Care Licensing Unit
2006: Quality Early Learning Opportunity Initiative (RSA 126-A:5 XV)	Raised the eligibility for child care subsidy from 190% of the federal poverty level to 250% of the FPL or parents whose children enroll in a licensed child care program.
2006: Fingerprinting added to background checks (RSA 170-E:7)	Pertains to all licensed child care programs and all license-exempt child care providers serving children receiving scholarship
2007: SB93-FN which became RSA 415:6-n. Early Intervention Insurance Coverage	Insurance coverage for cost of early intervention services for children with a developmental disability or delay birth-36 months.
2007: Mandated Offering of Public Kindergarten	School districts must offer ½ day kindergarten to all children.
2008: Updated Child Care Licensing Rules	He-C 4002 increased quality required of early learning and development programs
2009: Child Care Scholarship (He-C 6910.17)	He-C 6910.17 Changed to require reimbursement rate to child care providers 50 percentile of most recent market rate survey. He-C 6910.08 40 days of child care scholarship coverage in a rolling 6 months period for parents who lose employment.
2012: Child Care Scholarship Rules revised (He-C 6910.08e)	Simplified process for applying for child care scholarship.

(B)(4) Quality of Existing Preschool Programs

In New Hampshire preschool is not required therefore comprehensive data has not been collected on a regular or ongoing basis in the public school sector. A comprehensive needs assessment will be conducted within 3 months of the funding date by national experts, to assess the following:

- Regional Poverty Demographics
- Community Outreach Services
- Health Supports and Services
- Educational Resources
- Community Enrichment Organizations
- Medical Services

This report will be used as part of the Technical Assistance offered to Regional Pilot Consortia groups. Baseline data will be collected in the Fall of 2015 using the TQRIS, ELS, KELS, CLASS and FirstSchool Snapshot. This suite of interview tools will become the foundation of our data literacy plan.

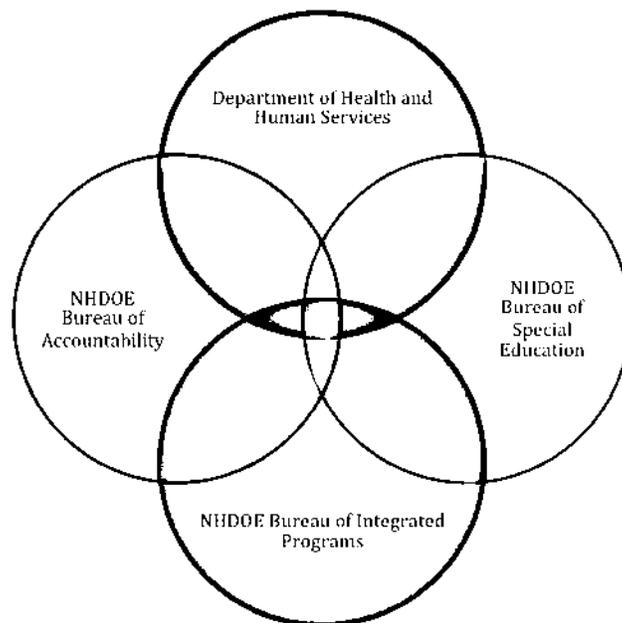
Currently NH's I4SEE system has the capacity to house voluntary data from preschool children attending public preschool. Regional Pilot sites will have full use of this system. It will allow local school communities to report basic information while the TQRIS, ELS, KELS, CLASS and FirstSchool Snapshot interview tools are fully integrated into each program.

Head Start programs meet federal and QRIS quality indicators. Currently they do not meet the funding requirements for enhanced slots but they will be eligible to add new slots to their programming if they chose to apply as a subgrantee with regional consortia.

(B)(6) Cross Sector Coordination of Preschool Programs

An interagency team to include the NHDOE Bureau of Accountability, Special Education, Integrated Programs and DHHS Head Start will constitute a core team on a Spark New Hampshire NH FSC subcommittee and will be meet bi-monthly with the Project Coordinator (to be hired) and 8 Regional NH FSC Coordinators (to be hired). Work plans will be reviewed and updated at each meeting. NHDOE members will draw on currently interagency teams for the national SWIFT project.

Our SWIFT core planning team currently includes Title I, II, III, the NHDOE Bureau of Accountability, NHDOE Bureau of Special Education, PIC and DHHS representation. We will expand this team to include our Migrant and Homeless education coordinators, Title IV and community representation as needed. The interagency team will function as an advisory team for the NHFSC Project Director and Regional Coaches. They will offer guidance and support through the identification of inter-agency professional development opportunities,



New Hampshire Full-service Community Schools Coordination Model: A Systems Approach

Building on the NHDOE 4Cs

Coherence, Collaboration, Communication and Caring

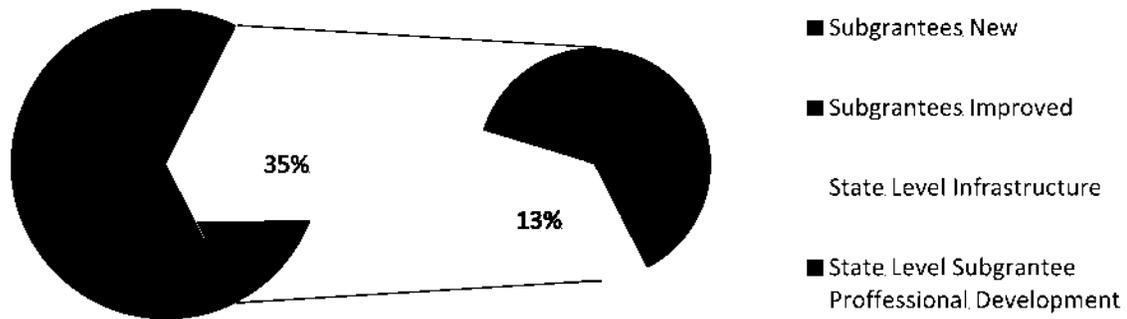
(B)(5) Coordination of Preschool Programs and Services

	Field Communication Project Manager (TBA) Dr. Mary Earick Transitional	Cross Sector Planning Team Meetings NHDOE and DHHS	US ED TA TBA
January 8 2015	Positions Posted Internally 8 Coaches 1 Web Developer 1 Project Director	Develop Interview Protocol for Project Coordinator and Coaches	Establish a communications protocol with our US ED TA contact
January 22, 2015	Jobs Posted Externally as Appropriate	Review Intent to Apply RFP To Districts	Develop a list of clarifying questions to review
January 30, 2015	Intent to Apply Posted on Preschool Development Webpage Mailed to Qualifying Districts	Meet with Commissioners, Governor's Office to review and receive approval of Intent to apply letter. POST	Vet intent to apply letter with US ED
February 15, 2015	Respond to Intent to apply letters with a calendar of deliverables and deadlines	Finalize interviews and hiring needs, close or repost.	Share updates on the process with US ED
March, 2015	Conduct Needs Assessment	Subgrantee Shares Protocol for Completing the Needs Assessment Reports	Share updates on the process with US ED
April, 2015	On-boarding of New Staff	Finalize Work Plans 8 Regional Coaches 1 Project Director 1 Web Developer	Submit Work Plans to USED
May, 2015 June, 2015	Notification to Subgrantees of Awards	Coaches Host Early Childhood Leadership Academy Preplanning Sessions	Share updates on the process with US ED
July 2015	Early Childhood Leadership Academy		

Ensuring Quality in Preschool Programs

(C)(1) Infrastructure and Quality Improvements (35%)

Funding Allocations



The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire’s model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten. New Hampshire is proposing to spend 65% on subgrantee awards and 35% on state level infrastructure and quality enhancements. Of the state level funding, 13% of the grant will build out the data sharing network, complete final edits to our revised TQRIS and validate the TQRIS system in subgrantee preschool and kindergarten classrooms. An additional (b)(4)% of our funding will focus on state level professional development to subgrantees which will include an annual Early Childhood Leadership Academy, progress monitoring training, and coaches to support the establishment of (b)(4) Early Childhood FSC regional programs that could be replicated using sustainability tools developed during and built into the grant’s infrastructure. Those tools would include facilitation guides for community partnerships, suggestions for braiding of federal funds, family outreach, workforce development and quality professional development tools for

birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the Birth through grade 3-continuum understanding these are foundational years in a child’s growth and development. Each regional center will have direct support from a NH FSC coach who would offer weekly coaching in Project-based DAP early literacy, STEM literacy, culturally responsive, and full inclusion teaching over the 4-year granting period.

(C)(2) Preschool Progress Monitoring: Approaches to Sustain Early Learning Outcomes
 Currently there are no consistent transition programs to bridge preschool and kindergarten programming within a region. Our Regional Pilot Consortias will pilot the use of bridge materials, and the Early Learning Scale (ELS) and Early Childhood Environmental Scale (ECRES) will offer educators DAP tools to understand the unique learning styles of their children in a focused manner. The Kindergarten Early Learning Scale (KELS) and CLASS will offer the same focused interview process for 5 year olds. Classroom educators will attend a weeklong residential Early Childhood Leadership Academy held during the annual New Hampshire Educators’ Summer Summit.

Home	PreK – Grate 3 FirstSchool Snap Shots		
Visiting	ELS Preschool	KELS Kindergarten	Formative Assessments <i>Meeting each child where they are and offering scaffolding and guidance.</i>
ITERS	ECRES Preschool	CLASS Kindergarten	
TQRIS <i>Reflecting on one’s Professional Practices</i>			
Assessment Literacy and Quality Enhancement			

Early Learning Scale (ELS) and Kindergarten Early Learning Scale (KELS)

The Early Learning Scale (ELS)(Appendix p 132) is an observation-based performance assessment. The ELS was developed by the National Institute of Early Education Research (NIEER) in response to requests by educators for a comprehensive, standards-based assessment

system capable of informing instruction and making an impact on teaching and learning without being overwhelming to teachers. Observations, anecdotal notes, and work samples are analyzed using a research-based developmental trajectory, to provide teachers with a focused look at children's development in the most critical areas. The ELS can be used in any preschool classroom, with any curriculum and is appropriate for use with ALL children.

The Early Learning Scale (ELS; Riley-Ayers, Boyd, & Frede, 2014¹⁸) is a systematic assessment for preschool children conceptually derived from the New Jersey Early Learning Assessment System- Language Arts Literacy (ELAS-L; Wolock et al., 2003) and Math (ELASM; Whelan, Boyd, & Frede, 2007). It is designed for teachers to assess children's progress toward learning standards such as the Head Start Child Outcomes Framework and the State Learning Expectations. This assessment is a concise, performance-based measure using student data collected through observation and work samples. Data is analyzed using research-based benchmarks and assigned a score on the 5-point continuum. This is a manageable system with 10 items that provide the teacher valuable data to inform instruction and improve student learning across domains. In addition, since this system is based on state early learning standards and current research and is not curriculum-specific, the ELS can be used in any classroom with ALL children.

The National Institute for Early Education Research (NIEER) developed this observation-based performance assessment in response to a request by educators for a comprehensive, standards-based assessment system capable of informing instruction and making an impact on teaching and learning. Standardized tests are not an appropriate response to this request and often are misused. Teachers need a formative, on-going assessment tool for their classroom that allows them to meet each child where they are as they enter a classroom

Performance-based assessments are necessary because children change from situation to situation and day to day. Performance assessments are able to capture children's skills and knowledge in real life over time. This type of assessment system also compares children to themselves, is comprehensive, and focuses on strengths and interests, which differs greatly from

¹⁸ Technical Report Kindergarten Early Learning Scale: NIEER, 2014.
http://www.nieer.org/sites/nieer/files/KELS_Concurrent%20Validity_Technical_Report.pdf

standardized tests. Lastly, and perhaps most important, this assessment approach informs teaching and can be easily used to communicate with parents in a meaningful way about their child's growth and development during the preschool years.

The Kindergarten Early Learning Scale (KELS) (Appendix p.111) was also developed by NIEER and is designed for teachers to systematically assess kindergarten children's progress towards learning standards. The KELS provides teachers and families with valuable information that can be used to help guide instruction. The KELS is a concise, performance-based measure that uses student data collected through observations and work samples.

Children are assessed three times during the 9-month school year. This is generally every 90 days, but can be adjusted to meet specific deadlines or to account for school vacations. If the children engage in an extended year, one more score period for the summer months may be added.

The Early Learning Scale (ELS) for Preschool and the Kindergarten Entry Learning Scale (KELS) are observational interview protocols developed at the National Institute for Early Education Research (NIEER) to insure educators support confident and competent development and growth applying Developmentally Appropriate Practices (DAP)

FirstSchool Snapshot Professional Learning System

To meet these goals it will be foundational to develop a cadre of early childhood experts through the adoption of a systems transformation model that aligns with the principles and processes of the FirstSchool Snapshot Professional Learning System which can then strengthen reading, writing and mathematical literacies through professional development, and strengthen relationships and partnership in communities with the largest opportunity gaps, dual language learners, children with disabilities and children living with poverty.

Years of work in schools and districts have made it clear that they possess a number of common needs for: 1) data that provide an effective lens through which to view practice, drive a professional development agenda, and guide and monitor change and progress; 2) a mindset of continuous improvement and a district and school culture of collaborative inquiry that support the development of professionals; and 3) leaders and teachers who are well versed in the

research, data, and practices that support the growth and development of young children. These features comprise the FirstSchool Snapshot Professional Learning System. FirstSchool Snapshot Professional Learning System focuses on building leaders and teachers who use research, data, and practices shown to best support the growth and development of young children that build on the College and Career Readiness Standards (CCRS) and 21st Century Skills. The FirstSchool Snapshot is adapted from previous instruments used in the National Center for Early Development and Learning (NCEDL¹⁹) Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Programs Study (SWEET) (Early, Barbarin, Bryant, Burchinal, Chang, Clifford, Crawford, Weaver, Howes, Ritchie, Kraft-Sayre, Pianta, & Barnett, 2005²⁰). Over the past five years, a number of districts in North Carolina and Michigan used Title I, Title II, Race to the Top-Early Learning Challenge funds, and grants from private foundations to use the FirstSchool Snapshot within or throughout their districts as a professional learning tool. The Snapshot is a true fit for the policy context of College and Career Readiness Standards CCRS, and school transformation and reform, especially focused on vulnerable populations and effective teaching practices. During this time when states are struggling to examine their implementation of the Common Core, the Snapshot provides a unique window into how well teachers are implementing specific aspects of the Common Core State Standards. Current assessments work to measure content, but not the processes inherent to successful students. CCRS emphasizes collaboration, analysis, synthesis, voice, and integration – all processes that the Snapshot captures in multiple ways.

The FirstSchools Snapshot Professional Learning System includes a framework of ten research-based instructional practices designed to foster classroom cultures of caring, competence, and excellence. A culture of caring needs to be in place before substantive learning can occur. It is foundational to children’s success as it ensures that they feel safe, valued, and accepted by adults and classmates. A culture of competence ensures that each child is a productive, successful, and contributing member of the classroom team, and a culture of

¹⁹ The National Center for Early Development & Learning was a national early childhood research project supported by the U.S. Department of Education’s Institute of Education Sciences (IES), formerly the Office of Educational Research and Improvement (OERI). Administratively based at the Frank Porter Graham Child Development Institute, NCEDL was a collaboration with the University of Virginia and University of California, Los Angeles

²⁰ <http://fpg.unc.edu/resources/pre-kindergarten-eleven-states-ncedls-multi-state-study-pre-kindergarten-study-state-wide/> UNC Reports and Policy Briefs.

excellence enables each learner to excel beyond minimal competencies. Within each of these cultures instructional strategies that have been identified as highly beneficial for African American, Latino, and low-income children in PreK-3 environments. Although these practices are ones that will benefit *all* children, their absence is particularly detrimental to children of Color and children living with poverty. FirstSchool focuses on building state and district capacity to promote teachers' effective use of CCRS and state early learning and K-3 standards in PreK – 3rd Grade classrooms through a data-driven, continuous improvement approach, develop nuanced understandings of the Snapshot Professional Learning System which provides teachers with feedback on their pedagogy, insights into how CCRS plays out in daily classroom practice, how to use the Snapshot to drive continuous improvement efforts in schools (particularly those who are struggling to meet the needs of specialized populations and facilitate institutes that serve to link early childhood research to practice) providing state and district personnel with a broader understanding of what constitutes best practices in PreK-3 classrooms. As a “train the trainer” model FirstSchool offers sustainability through state and local capacity building and alignment to our SWIFT initiative and specifically focuses on our children with the highest needs through individualization and tier instruction models.

School teams comprised of PreK through Grade 3 teachers, an administrator and Family/Community Representatives will attend a weeklong summer residential institute focused on systems transformation, leadership, reading, writing and STEM literacies and identification of community development outreach opportunities. The institute will be facilitated by our systems transformation model (STM) and coaching teams. Participant teams will engage in PD and Coaching on (1) data collection and analysis, (2) mindset of continuous growth and inquiry, (3) brain research on best practices in early childhood with a focus on children with disabilities, children living with poverty, dual language learners and cross cultural teaching (4) and progress monitoring.

The initial planning and action plans developed at the institute will be implemented over a one-year period. Project support will include training in secure and reliable data collection and reporting, bi-monthly coaching in systems change with a focus on early childhood, cross state project team meetings, target professional development in reading, writing and mathematics strategies to support grade level reading, math proficiency and alignment of supports with the

CCRS and NH Kindergarten Readiness Indicators. It is projected that these teams will impact 5332 children, servicing 62.06% of eligible children over the granting period while building capacity through a train the trainer model of transformation, professional development and sustainability. We project that over the 4 years of the grant 198 principals, 12 NHDOE, 12 NHHS, 12 Head Start early childhood staff and 198 Teacher/Community Leaders will develop needed skills through intentional and rigorous coaching to increase quality preschool and full day kindergarten slots in the state of New Hampshire.

Administrators will be able to apply a complex, in depth tool designed to look at time distribution in the classroom across activity settings, learning content, and teaching approaches. Its unique contributions are in capturing a) a developmental perspective across the PreK-3rd grade span, b) teachers approaches to engaging children in learning across a variety of activities and content areas, c) student engagement in content, and d) children's engagement with each other in the academic setting. This information allows teachers not only to see objectively how much time is spent on various tasks and activities but also how they teach these subjects. By crossing the codes on the measure, teachers may see whether they are more likely to engage in didactic instruction during math or literacy, whether they are instructing science in small groups to the extent that they want, or whether children are engaged in collaborative conversations as part of their project work during a social studies unit. The ability to combine various codes allows an exceptionally nuanced view of how instruction occurs in a classroom. Therefore, information gathered captures a full day of teaching and learning and provides a detailed picture of children's experiences in the classroom previously unavailable to teachers.

As teachers make changes either to intentionally decrease or increase time spent on certain activities, the impact can be dramatic. The WK Kellogg Foundation funded the implementation of FirstSchool at four schools in North Carolina and three schools in Michigan. Project teachers using the First Schools Snapshot found that very small changes made a big difference in instructional time over the course of a school year. Increasing a research based instructional strategy has direct and measurable impact on instructional time which, when done with fidelity, increases academic and social outcomes.

- *3% = 12 minutes/day, 60 minutes/week, 2700 minutes/year = 12 days = 2+ weeks more of instructional time*
- *5% = 20 minutes/day, 100 minutes/week, 4500 minutes per year = 20 more days/year = 4 weeks more time*
- *10% = 40 minutes/day, 200 minutes/week, 9000 minutes per year = 40 more days/year = 8 weeks more time*

Statewide Tiered Quality Rating and Improvement System (TQRIS)

In 2005, the DHHS Commissioner appropriated \$500,000 in funding to develop a child care tiered quality rating and improvement system (TQRIS). In only six months (the fastest timeline of any state that has developed a TQRIS), NH launched its TQRIS, Granite State Stars to the Summit (GSSS) in 2006. The program standards adopted were vetted by over 600 respondents, including child care center directors, teachers, family child care providers and parents. The current GSSS has been in operation since 2006 with a very lean administrative overhead of one part-time staff person. It is statewide and open to early learning and development center-based programs including Head Start, early learning and development family home-based programs, and school age programs.

NH quickly delivers high quality results with even a moderate amount of support. With this grant, NH will complete the development of a revised GSSS that achieves all of the benchmarks published by the U.S. Office of Child Care while maintaining the number of program standards at a manageable level for early learning and development programs. The effort to develop and require only those standards known to impact the quality of services provided to children and families is a principle Anne Mitchell and Louise Stoney, co-founders of the Alliance on Early Childhood Finance, refer to as “the few and the powerful.” Designing the revised GSSS with a limited number of standards that represent the few and the powerful will: 1) Allow technical support to be targeted only to the aspects of program quality that make the most difference to children and families; 2) Require early learning and development programs to demonstrate their accomplishment of only those standards that are known to impact children and families; and 3) Support sustainability by measuring only the few and the powerful standards, thereby allowing the state to keep a lean administrative overhead of the GSSS.

The current GSSS consists of three levels: Child Care Licensed, Licensed-Plus, and National Accreditation. The current child care licensing administrative rules, which are the basis of the first level of the GSSS, are due to be revised by 2016. The administrative rules for child care licensing do address early learning and development standards, early childhood educator qualifications, family engagement strategies, and health promotion practices. Currently, there are no requirements for a comprehensive assessment system or effective data practices within licensing rules, although these are areas that will be addressed during the next round of updates to the standards beginning in 2015 in preparation for child care licensing administrative rules being adopted by 2016. Please see a list of relevant administrative rules (Appendix pp.1-4).

Currently, NH has 100% GSSS participation of licensed early learning and development programs. Being “Child Care Licensed,” which is the first level of the GSSS, is a requirement for participating at a higher GSSS level. Approximately 18% of the 700 licensed early learning and development center-based programs and 22% of the licensed programs enrolled in the child care scholarship program participate at a higher level. These programs, designated as either Licensed-Plus or Nationally Accredited, receive monthly quality incentive awards of 5% above their child care scholarship (CCDF child care subsidy) payments for being Licensed-Plus or 10% for being Nationally Accredited.

Licensed-Plus is a set of standards that evaluates programs through document review in seven quality domains: 1) Business and administration practices; 2) Learning environment, including training in the Early Learning Guidelines; 3) Parent/family involvement; 4) Children with special needs; 5) Professional development; 6) Staff qualifications and compensation; and 7) Program evaluation. There are no standards for health promotion or effective data practices in the current Licensed-Plus level. Please see the current Licensed-Plus standards (Option 1 and Option 2). There are currently 126 Licensed-Plus designated early learning and development programs.

National Accreditation is the highest level of the current GSSS. The GSSS accepts accreditation from the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care, and the National Afterschool Association. Currently

there is one child care program accredited through the National Afterschool Association and none through the National Association for Family Child Care (NAFCC). There are 56 early learning and development programs accredited through NAEYC.

The standards for each of the three levels of the current GSSS are clear and measurable and meaningfully differentiate program quality levels. In NH, child care licensing includes standards associated with several of the Child Care Aware® of America benchmarks for State child care center licensing requirements including these requirements, among many other standards, assuring basic child health and safety by requiring program personnel background checks, minimum director and teacher qualifications, staff:child ratios, and group size limits. Licensed-Plus standards require substantial compliance with childcare licensing rules plus higher level requirements for staff development, curriculum and family engagement plus standards in management and business practices. National Accreditation standards require programs to demonstrate high levels of competence in evidence-based standards in the areas of relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, and leadership and management.

In the current GSSS system, there is low participation in the higher tiers of the system, with only 18% of licensed early learning and development center-based programs participating at those levels. There may be numerous licensed early learning and development programs whose quality is significantly above the baseline of licensing that are not choosing to participate in the higher levels of the GSSS. There is also geographic disparity regarding access to high quality early learning and development programs, with more high quality programs available in urban compared to rural regions. Another concern is that the Licensed-Plus level requires programs to have higher quality than the Child Care Licensed level, but the step up in quality is relatively small compared to the step from Licensed-Plus to National Accreditation. National Accreditation, the highest level in the current GSSS, reflects high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children.

In NH's high quality plan for the revised GSSS, there will be significant enhancements to further differentiate quality and to reflect high expectations of program excellence. There will be additional GSSS levels that provide a clear pathway of improving quality, in which level one will continue to be Child Care Licensed and level two will be a revised Licensed-Plus that will be preparatory to the higher levels of the GSSS. The addition to the GSSS is levels 3-5,(referred to as 3-5 stars) and in addition to demonstrating compliance with higher level standards in the areas of curriculum, environment, assessment, engaging families and communities, administrator and educator qualifications, and data systems, programs seeking one of these higher levels will receive onsite evaluation including Early Childhood Environmental Rating Scale (ECERS), Infant/Toddler Environmental Rating Scale (ITERS) and Classroom Assessment Scoring System (CLASS). Accreditation will no longer be a level in the GSSS of its own, but to entice Nationally Accredited programs to participate in the higher levels of the revised GSSS, a cross-walk between the revised standards and the NAEYC Accreditation standards will be conducted so that Nationally Accredited programs will be required to demonstrate only those standards that are not already included in Accreditation. This will streamline the GSSS evaluation process for Nationally Accredited programs. Please see the draft revised GSSS standards in Appendix p. 91; The revised GSSS will include all six of the tiered program standards listed in Appendix p. 91 and alignment with appropriate standards from Head Start, NAEYC, and Caring for Our Children (American Academy of Pediatrics, 2011).

Child Care Licensing is the first level of quality in the current and revised GSSS. All applicants for Licensed-Plus and for recognition of being Nationally Accredited for the purposes of participating in the GSSS must have a current child care license that is in good standing. The DHHS Division for Children, Youth and Families (DCYF), which administers the GSSS, collaborates with the Child Care Licensing Unit, also a program of DHHS.

In the NH high quality plan, we will review the existing child care licensing standards and determine which standards need to be revised, added, or removed to provide a strong foundation for the revised GSSS. The proposed changes to the licensing standards will be developed in an inclusive team led by the Child Care Licensing Unit. The proposed changes will be reviewed by members of the state's early learning and development programs and Early

Learning Intermediary Organizations, along with other subject matter experts in such areas as health and safety, and be submitted for adoption to the NH Joint Legislative Committee on Administrative Rules.

The current childcare licensing rules do not expire until November 2016. As there have been significant changes to health and safety guidelines since they were adopted in 2008, we plan to have the new child care rules adopted by the end of 2015, to include alignment with the revised GSSS and the Child Care and Development Fund Federal Regulations proposed in May 2013.

New Hampshire's TQRIS: Assessment Literacy and Quality Enhancement

From 2006 through 2009, quality incentive awards were provided to early learning and development programs. During the economic downturn, NH was forced to suspend quality incentive awards in January 2010; fortunately the awards have been restored. In anticipation of restoring these awards, NH began revising the GSSS in 2012 so that it would meet the quality benchmarks set by the U.S. Office of Child Care. The GSSS Revision Task Force has identified one powerful goal for its work: "To promote a culture of continuous quality improvement among early childhood professionals to ensure that all NH children have access to high quality early childhood programs." Through this grant, access to high quality programs will be expanded through increasing the quality of currently licensed early learning and development programs. In this way, children with high needs will be able to access high quality early learning and development programs wherever they are and enter Preschool programs with rich experiences that support competent and confident children. The revised GSSS will be structured to achieve two ongoing and long term objectives: 1) All early learning and development programs engage in continuous quality improvement; and 2) All families, especially those who have children with high needs, have access to higher-rated early learning and development programs.

The standards for the revised GSSS will address early learning and development standards; a comprehensive assessment system; early childhood educator qualifications – including requiring all educators to have attained at least 3 credits in child growth and development, which includes the development of early literacy, writing and math skills; family engagement strategies; health promotion; and effective data practices. The largest change will be

the addition of higher tier levels that will support programs to move from lower to higher quality on a clear pathway. In addition to these standards, use of the revised NH Early Learning Standards will be required for all programs, whereas developmental screening and formative assessment will be required of programs seeking to achieve the higher levels of the GSSS. Early childhood educator qualifications will be specifically identified and will include degreed professionals who have developed competencies in instructing young children regarding early literacy and numeracy skills at the upper levels. Family engagement strategies will be required and will be based on the protective factors identified in the Strengthening Families Framework. Health Promotion requirements will be based on the standards in the Stepping Stones Essentials of Caring for Our Children and will include obesity prevention standards. Requirements for effective data practices will be incorporated throughout the standards. New Hampshire was able to restore monthly childcare quality incentive awards in July 2013 based on the current GSSS. The work to revise the GSSS continues through regular meetings of the Task Force and public forums. Please see draft standards, (appendix, p.91).

New Hampshire's high quality plan to develop and implement a system for rating and monitoring early learning and development programs participating in the New Hampshire Full-service Community Schools (NHFSCS) pilot regions will have intensive coaching and professional development on a **weekly basis** from 8 NHFSCS Coaches (2 per region) who will be trained to inter-rater reliability on the ITERS, ECERS, ELS, KELS and CLASS. These coaches will provide onsite mentorship to the Preschools and Full Day Kindergartens (private, center-based and public) in the 4 NHFSCS pilot regions. Onsite monitoring will take place tri-annually. Reports shared with each program will drive goal setting for the next scheduled visit. In addition programs in the community serving eligible children will be able to request onsite coaching.

New Hampshire's childcare license certificate must be displayed in the early learning and development program in an area visible to parents. The certificate contains the following information: to whom the license is issued; name of the program; physical location of the program; program types; age range of the children in the program; total capacity of the program;

license number; dates the license is valid; any waivers that have been granted; and any notice of conditions placed on the license.

Currently, Licensed-Plus programs may display the Licensed-Plus certificate in their program and may use the Licensed-Plus logo in their marketing. The same is true of NAEYC accreditation. In the revised GSSS, the certificate will include not only the level achieved but the relative scores in each of three major domains for programs that are rated at stars 3-5:

- Curriculum, Environment and Assessment, which includes using the revised NH Early Learning Standards, screening measures, formative assessments, physical activity, and health and safety policies and practices
- Early Childhood and Administrator Qualifications, which includes director credentials, teacher credentials, degreed teachers in the programs, and professional development plans and demonstrated competencies
- Engaging Families and Communities, which includes Strengthening Families modules training, Strengthening Families Self-Assessment, implementation of Strengthening Families strategies, and new family orientation

New Hampshire's DHHS web site has a child care search webpage that provides information about every licensed early learning and development program including: the program name; type of program; address; phone number; dates, types and results of licensing visits; and licensing statements of finding and the program's corrective action plans. In NH's high quality plan for the revised GSSS, the childcare search webpage will include the GSSS rating and the relative scores for the three major domains. The Child Care Resource and Referral NACCRRAware data base will include a webpage for each early learning and development program where programs can post their GSSS rating and the relative scores for the three major domains. The NACCRRAware data base child care search will provide to parents early learning and development programs listed by GSSS ratings with the highest rated programs listed first for each region. This data base is available to parents and the general public through the Child Care Aware® of NH website. NH's plan also includes using grant funds (for the development of a GSSS website for early

learning and development programs as well as parents and the general public. Grant funds will also be used to create and market an app for parents and the general public to use on mobile devices. Parents will be made aware of these options for finding high quality early learning and development programs through a multi-model marketing campaign.

Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

Currently, the GSSS programs participating at the Licensed-Plus and Nationally Accredited level receive higher child care scholarship reimbursement rates through monthly quality incentive awards based on the previous month's child care scholarship payments. In the current system, many early learning and development programs have felt "stuck" at the Licensed-Plus level because of the big "leap" in quality a program has to make between Licensed-Plus and Nationally Accredited. As opposed to the current three-level system, the revised GSSS will have additional levels, representing smaller steps in quality improvement that provide a clear pathway to improving quality. Level one will continue to be Child Care Licensed, level two will be a revised Licensed-Plus that will be preparatory to the higher levels of the GSSS, and levels 3-5 (3-5 stars) will be the highest tiers.

Incentives to continuously improve quality will include investments in new and current preschool and full day kindergarten slots through **intensive coaching and targeted technical assistance with a focus on preschool and kindergarten**. During the four-year grant period, technical assistance will be intensive for 4 regional NHCS pilots. For other programs and after the grant period, technical assistance will be available through the regional Child Care Resource and Referral programs, which have all been trained on providing targeted technical assistance.

As part of NH's efforts to sustain and support the early childhood workforce, Spark NH has created a PORTAL (Professional Opportunities, Resources, Trainings and Links) web page for its website that allows early childhood professionals to access job and professional development opportunities. The preschool development grant will expand the PORTAL as a unique eLearning Time Bank for the early childhood workforce. The grant team envisions an online platform designed specifically for early childhood professionals to both give and get top-notch coaching, mentoring, and technical assistance . a site that is populated with both public

and private sector experts. For example, a child care program administrator seeking advice on growing enrollment can connect directly with a seasoned expert on that topic. Those teaching toddlers or second graders or those cooking nutritious meals or providing home visiting can connect directly with their peers without needing to leave their building. Technical assistance tied to the state's GSSS will be built into this platform model as well.

TQRIS Validation

Currently, many states implement quality-rating systems in an attempt to assess, monitor and hold accountable their program quality. QRIS systems vary from state to state but they are often similar in their components. Specifically, most QRIS systems assess the quality of programs/administrators and classrooms/teachers in order to improve and communicate the level of quality across program participants. Like other QRIS systems, NH TQRIS is meant to provide a consistent means of addressing the elements of high quality program implementation, evaluation, improvement and communication to families and stakeholders about the quality of experiences in early learning and development. The purpose of this validation is that it be formative, and serve to improve NH's system. The overall design for the validation should measure the effectiveness of NH TQRIS for new and enhanced slots.

As with any QRIS system, there is a need to validate NH TQRIS²¹. New Hampshire seeks to validate NH TQRIS system by a) examine the validity of the quality standards and structure in the TQRIS, b) examine key quality concepts and psychometric properties of the TQRIS, b) validating whether the levels in the system accurately reflect differential levels of program quality and how they relate to external measures and c) assessing the extent to which improvements in quality ratings are related to progress in children's learning, development, and school readiness. This is in line with the four approaches suggested for this type of validation work (Zellman & Fiene, 2012²²).

²¹ Tout, K & Starr, R. (2013). Key Elements of a QRIS Validation Plan: Guidance and Planning Template. OPRE 2013-11. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

http://www.acf.hhs.gov/sites/default/files/opre/key_elements_of_a_qris_validation_plan_final_2_21_13.pdf

²² Zellman, G. L. & Fiene, R. (2012). Validation of Quality Rating and Improvement Systems for Early Care and Education and School-Age Care, Research-to-Policy, Research-to-Practice Brief OPRE 2012-29. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. http://www.acf.hhs.gov/sites/default/files/opre/val_qual_early.pdf

A successful independent evaluator application will address the following requirements to design a multi-year evaluation:

1. Uses a cross-sequential, longitudinal cohort design to determine effectiveness of NH TQRIS that plans to systematically compare the progress of sites within cohorts and the children within sites over time.
2. Ensures that the sampling is representative and has sufficient power to detect differences across and among subgroups in quality practices and in child learning in relation to NH TQRIS.
3. Uses child assessments designed to measure learning across relevant domains, psychometrically valid, proven to discriminate program effects in similar studies, and appropriate for the age range of 4 to 6.
4. Uses observation measures of early childhood quality that are relevant to the NH TQRIS indicators (ECERS-R, CLASS), psychometrically valid, proven to predict child learning, and appropriate for preschool and kindergarten.

TQRIS Sustainability

- The five-level GSSS system will continue to provide a clear pathway to increasing quality. Early learning and development programs will not feel “stuck,” unable to reach a higher level tier. Because Child Care Licensed is the first level and the second level, the revised Licensed-Plus, is preparatory to the higher levels, there will not be a group of programs that cannot reach higher levels.
- Higher reimbursement rates for programs that participate at least at the revised Licensed-Plus level will continue
- Technical assistance will continue through the child care resource and referral agencies
- College tuition assistance will be available at the pre-grant level of 100% tuition assistance for up to three specific courses and 50% tuition assistance for all other early childhood education courses
- The PORTAL eLearning Time Bank will continue effective procedures for tracking children and families longitudinally.

(C)(3) Child Growth and Development

Data Literacy

The DOE and DHHS will work together to explore the design of an early childhood longitudinal data system that would integrate the data currently collected in the state by the two agencies. The project includes contractual funds to explore the design of the early childhood longitudinal data system, project website, dashboard and reporting structures, identification and acquisition of the longitudinal Early Childhood Data System hardware, if needed, and database and query engine software. Funds have also been included for DHHS data center upgrades that would be necessary to support the data system's additional hardware and software including backup and disaster recovery capacity, security, and annual database and query engine software licenses. The last year of the project will explore an integration plan to build out the DOE K-20 system that would create an EC-20 system that connects DHHS data to DOE data for data analysis and to inform policy and practice. **All New Hampshire and federal privacy laws will be followed.**

Expanding High-Quality Preschool Programs in Each High-Need Community

(D)(1) Selection Criteria for High-Need Community Subgrantees: A Regional Consortia Approach

Subgrantees hoping to apply for funding submitted letters of support with in this application, and they will submit a letter of intent to apply in January of 2015. At that time a Regional FSC Coach will be assigned to offer Technical Assistance in completing the RFP to insure all assurances can be made. In addition districts and or programs where 40% of families live at or under the 200% poverty line will also be contacted in January and invited to an information session at the NH DOE to insure an equitable process.

(D)(2) Regional Consortia Service Needs

As part of the first year activities, we will identify the current status of programs for 4-and 5-year olds in New Hampshire through a comprehensive needs assessment. As this does not currently exist for our state, it will serve as valuable information as the subgrantees plan their applications.

The steps in the process will include:

- develop a quality needs assessment in response to the priority areas of the grant,

- collect both quantitative and qualitative data through an online survey that is administered to all public and private preschool and kindergarten programs throughout the state, and
- analyze and report the data for all statewide programs combined and for programs disaggregated by region.

Managing the procedural and technical aspects for the needs assessment will be a complex undertaking. An outside vendor with extensive experience conducting statewide survey research will be selected to meet this challenge. The selected vendor will be asked to provide a detailed work plan and attend regular conference calls throughout the survey process. These meetings not only will enable the fine-tuning of specific procedures, but ensure that the process is on track for completing the services/deliverables within the specified timeframe. The management plan will include procedures for building and maintaining an effective and open system of communication.

Some of the key features that will be part of a plan to distribute, collect, and report data are as follows:

- Firsthand knowledge and expertise assisting state educational agencies with Annual Performance Reports.
- A long history of working with statewide education services including (a) statewide evaluations; (b) development of special education program quality indicators and self-assessment tools; and (c) assistance in crafting policy reports on ways of improving the education delivery system.
- Considerable experience in customizing surveys—many of them online—to be consistent with federal requirements.

- A long-standing record of implementing and managing multi-site assessment projects for state education agencies (SEA) providing services such as test development, scanning, scoring, information processing and reporting.
- A solid reputation for comprehensive, quality reporting and dissemination of evaluation results in formats suitable for diverse audiences.
- High-level proficiency with tested and new technologies including state-of-the-art web-based survey tools (Snap Professional, SurveyMonkey, SelectSurvey); advanced scanning tools (ScanTools Plus, NCS DesignExpert); Microsoft .Net Framework, Microsoft ACCESS and various Adobe applications.

Closing Opportunity and Achievement Gaps

Seventy-nine % of children in NH participating in reading and math assessments in grade 4 are in Title One schools and are receiving schoolwide or targeted services. Children living with poverty, dual language learners and children with special needs experience the largest gaps in reading and math proficiency.

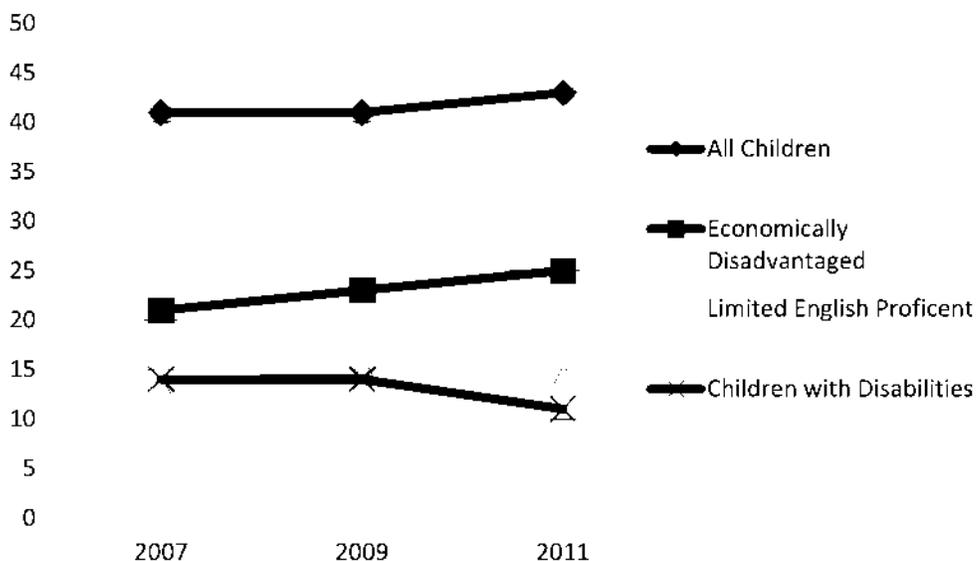


Figure 1. % of Students Performing At or Above Proficient in Reading (NAEP)

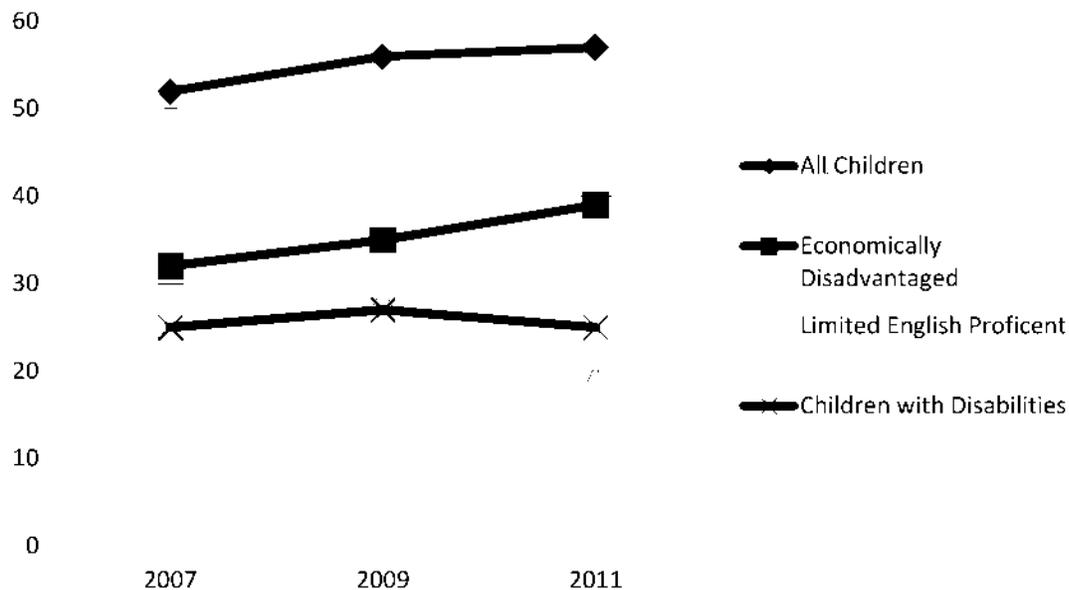


Figure 2. % of Students Performing At or Above Proficient in Mathematics (NAEP)

In reviewing research in preparation for New Hampshire’s application it became clear that effective teaching strategies were central to successful teaching and academic success of our children. A review of *What Works in Teaching Math*, Slavin (2008²³) found that, “There is no evidence that different curricula give different achievement outcomes.” He did find strong evidence that effective teaching strategies, classroom management/motivation and changing the way children work in classrooms can improve literacy for all children. When reviewing research on early reading and writing literacy, teaching strategies again are found to be central to increased academic attainment.

To close opportunity gaps children need high-quality language-learning environments, where they experience ongoing conversations with peers and adults discussing topics of their choosing where they can hear many examples of complex language, such as novel words, complicated sentences and academic language beginning in Preschool (Cabell& Justice, 2011²⁴). To address this need for research based teaching strategies in the teaching of early mathematics we have identified key strategies to support early childhood teachers in Prek-Grade 3 settings, examples are Cognitively Guided Instruction (CGI) and the Learning Trajectories Approach and

²³ http://www.bestevidence.org/word/math_jan_05_2010_guide.pdf

²⁴ Cabell, S. Q., Justice, L. M., Konold, T. R., & McGinty, A. S.. (2011). Profiles of emergent literacy skills among preschool children who are at risk for academic difficulties. *Early Childhood Research Quarterly*, 26(1), 1-14.

identified strategies to support early reading and writing, such as Project CHATT, Read-it-Again and Peer Tutoring. 8 NH Community Schools Coaches will provide, two focused on mathematics, 2 reading/writing, 2 STEM, 2 ESOL and 2 Culturally relevant teaching will deliver professional development. These Key strategies have been featured in *BETTER: Evidence-based Education*, an international publication from Johns Hopkins School of Education's Center for Research and Reform in Education and the University of York's Institute for Effective Education as well as the Promising Practices Network.

In addition to teaching strategies, approximately 80% of the reading achievement gap between children from low- and middle-income families stems from summer reading loss (Allington & McGill-Franzen, 2013²⁵) therefore our Math and Reading/Writing Literacy Coaches will develop free summer Reading and STEM programs for local community centers and libraries in each of our project towns and oversee CCRS and STEM workforce development to expand local initiative that align with the Preschool Development Grant goals. Examples of programs on early childhood that could become sustainable through local preschool development grants that are focusing on early childhood CCRS and STEM in NH include the *Expeditionary Learning- Enhanced Progression of Learning In Early Childhood* in the Monroe Consolidated School District which stresses multi-aged learning, child/teacher action research, assistive technologies and the Hampton School District (HSD) *Preschool Project* which applies a reversed inclusion philosophy with goals to create a bridge between the HSD and the private preschools in the Seacoast thus ensuring continuity in program and curriculum through shared professional development and curriculum coherence.

In order to address opportunity gaps for Dual Language Learners and Children with Disabilities four additional coaches will develop bridge programs for families and children as they transition from preschool to kindergarten. This is critical to insure all children and families have high levels of excellence and equity in their educational experiences. Our Coaching/Technical Assistance Team will work seamlessly with the systems transformation model we adopt to insure all projects are coherent. Student data will be collected using NECAP

²⁵ http://www.slj.com/2013/06/standards/curriculum-connections/summer-reading-and-the-richpoor-achievement-gap-an-educator-responds-to-questions/#_

until the fall of 2015 when NH will transition to Smarter Balanced. **All New Hampshire and federal privacy laws will be followed.**

(D)(3) Outreach and Technical Assistance for Subgrantee Applicants

	Field Communication Project Manager (TBA) Dr. Mary Earick Transitional	Cross Sector Planning Team Meetings NHDOE and DHHS	US ED TA TBA
January 8 2015	Positions Posted Internally 8 Coaches 1 Web Developer 1 Project Director	Develop Interview Protocol for Project Coordinator and Coaches	Establish a communications protocol with our US ED TA contact
January 22, 2015	Jobs Posted Externally as Appropriate	Review Intent to Apply RFP To Districts	Develop a list of clarifying questions to review
January 30, 2015	Intent to Apply Posted on Preschool Development Webpage Mailed to Qualifying Districts	Meet with Commissioners, Governor's Office to review and receive approval of Intent to apply letter. POST	Vet intent to apply letter with US ED
February 15, 2015	Respond to Intent to apply letters with a calendar of deliverables and deadlines	Finalize interviews and hiring needs, close or repost.	Share updates on the process with US ED
March, 2015	Conduct Needs Assessment	Subgrantee Shares Protocol for Completing the Needs Assessment Reports	Share updates on the process with US ED
April, 2015	On-boarding of New Staff	Finalize Work Plans 8 Regional Coaches 1 Project Director 1 Web Developer	Submit Work Plans to USED
May, 2015	Notification to Subgrantees of Awards	Coaches Host Early Childhood Leadership Academy Preplanning Sessions	Share updates on the process with US ED
July 2015	Early Childhood Leadership Academy		

Leveraging Professional Development Networks

Sustainability is critical to our application, therefore we will insure professional development projects are accessible to all Birth through Grade three educators regardless of initial participation in the Preschool Development grant. They will include Learning Paths- online/blended courses and Networks – online spaces for collaboration and resource sharing. We will accomplish this by linking our On-line Professional Development Delivery Systems, which are called *Portals* at DHHS and *Pathways* at the NHDOE. Professional Development *Portals* will be focused on Early Childhood TQRIS Best Practices while the Professional Development *Pathways* will be developed in Early Childhood Literacy, STEM, Inclusive Education, Culturally Responsive Teaching and Dual Language Learning. Both Networks’ features allow users to connect to educators and experts in the field, explore hundreds of curated resources in KnowledgeBase libraries, and join communities and networks that are being launched across the state. A public link to allow families and community members the opportunity to use the Networks for their own professional development will be added in the near future.

Each professional development module will include Research Briefs on the relationship of child development and health in relationship to the content area (reading/writing, STEM, inclusive education, culturally relevant teaching and multilingual learners) with a focus on PreK- through Grade 3, Activities that can be done in the home with found materials, Researched Based Films aligned to the projects targeted teaching strategies. Materials will be produced in the top 2 languages spoken by children enrolled in schools in NH as well as English and Spanish.

Double-blinded Peer Review of Subgrantee Applications

Central to the technical assistance offered to the subgrantees will be reviewing rubrics and scoring systems for a double-blinded peer review of their applications schedules for May of 2015. Clear expectations, deliverables and communications will be critical to insuring the plan can successfully build and grow in a manageable and sustainable manner. Developing these rubrics will be a central task of the interagency planning team and will include regional SEA Technical Assistance membership from CEELO and the NH RMC Research Corporation as these initiatives align with current Kindergarten through the grade 3 goals. .

Coherence Across Initiatives

In addition the interagency team will develop a capacity and alignment database as part of our comprehensive needs assessment to use with our subgrantees to inform their preschool development applications. During this process we will identify current projects within each of our agencies that can add value across agencies and then leverage those opportunities to serve our Regional Pilots FSC schools. One example of how we can align current early learning efforts are the technical assistance collaborations that currently exist. In 2014 CEELO and the NHDOE collaborated on the development of Early Childhood Preschool through 3rd grade Indistar indicators, which have been offered, as a tool in our highest need schools. These new indicators support and guide rich conversations that will be able to bridge preschool and kindergarten leadership team meetings at our Early Childhood Leadership Academy in the summer of 2015. Another example are kindergarten through 3rd grade professional development modules with currently being built with the NH RMC Research Corporation which will dovetail with the professional development modules offered on the DHHS Portal System. Engaging in this process will **limit duplication of services**, which will directly impact the quality and quantity of children, and families that can be included in our FSC school communities.

(b) Scale Up Plan

(i) Expansion of the number of new high-quality State Preschool Program slots; and Enhanced Slots

New Hampshire will build on current preschool programming through enhanced slots that leverage physical space already allocated to schools and local agencies for special education preschool services, voluntary public preschools, private and center based programs. This will allow for administrative and spaces costs to be limited and maximize sustainability after the grant expires.

Subgrantees will submit an application for a 4-year plan. The plan will assure that the region will add the following new and improved slots per year:

	2014	2015	2016	2017
Subgrantee New Slots	(b)(4)			
Subgrantee Improved Slots				
State Increase %				

Using a Collaborative Leadership Structure²⁶ applications will be required include key stakeholders from the school and community on their leadership to include, prenatal care, home visiting, mental health, social services, parents and care givers , New American relocation transition teams in addition to key stakeholders outlined in our grant from DHHS, NHDOE, Spark NH, SWIFT on their ECFSC applications. By the end of the 4-year program subgrantees will move from novice to expert leaders delivering and mentoring future EC programs through

²⁶ At the **school-site leadership team**, often comprised of educators, parents, community partners, and others, is responsible for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners with the school. A community school coordinator works hand-in-hand with the principal, and is a member of the school leadership team. The coordinator is responsible for building relationships with school staff and community partners, for engaging the families and community residents, and coordinator an efficient delivery of supports to students both inside and outside of the classroom, all day, every day. Data on academic AND non-academic factors drive the work for a community school. At the district or system-level, a **community-wide leadership** (e.g., school districts, government, United Way chapters, businesses, community- and faith-based organizations) is responsible for overall vision, policy, and resource alignment. It creates the context and capacity for expansion. It serves as a networking vehicle for policy development and communication in which several leaders of community initiatives decide why and how to align their resources to build and sustain a system of community schools. An **intermediary entity** (an organization or a working group composed of key leaders and managers from one or more partner agencies) provides planning, coordination, and management. Leadership powers the work by ensuring communication between community-wide and school-site leaders and by facilitating operational functions at all leadership levels and across school sites. It convenes school and community partners, provides strategic planning, and ensures that what happens at the community leadership level empowers students, families, and practitioners at school sites.

the Early Childhood Leadership Academy and Quarterly Innovation Meetings which begin at our annual NH Educators’ Summer Summit (see section E2).

(ii) Improvement of existing State Preschool

In New Hampshire preschool is not required therefore data has not been collected on a regular or ongoing basis. A comprehensive needs assessment (see section D2) will be conducted within 3 months of the funding date to assess the following:

- Regional Poverty Demographics
- Community Outreach Services
- Health Supports and Services
- Educational Resources
- Community Enrichment Organizations
- Medical Services

This report will be used as part of the Technical Assistance offered to Regional Pilot Consortia groups. Baseline data will be collected in the Fall of 2015 using the TQRIS, ELS, KELS, CLASS and FirstSchool Snapshot. This suite of interview tools will become the foundation of our data literacy plan.

D)(4) Subgrantee Federal Grant Awards: New Hampshire Plan to Implement and Sustain Voluntary, High-Quality Preschool Programs

(a) Ambitious and Achievable Targets

	2014	2015	2016	2014
New Slots	(b)(4)			
Improved Slots				
Increase %				

NH Preschool Development Goals and Associated Activities

(1) Offer New Preschool Slots While Increasing Quality in Current Preschool Placements

- a. Develop 4 Regional Pilots in a Consortia Model
- b. Develop Rubric and Scoring Guidance
- c. Complete a Comprehensive Needs Assessment
- d. Deliver TA to Subgrantees through and Intent to Apply Application

- (2) Develop and Sustain a Full Inclusion Project Based Model that incorporates Purposeful Play
 - a. Early Childhood Leadership Academy
 - b. Regional Weekly Coaching
- (3) Increase Rigor and Quality in Early Childhood Learning and Teaching
 - a. Validate our TQRIS
 - b. Build the infrastructure for Birth Grade 3 Data Sharing
 - c. Regional Weekly Coaching
 - d. ELS, KEL, CLASS, ECRES Training
- (4) Develop Leadership in the Field of Early Education
 - a. Early Childhood Leadership Academy
 - b. Early Childhood Full-Service Community School Model

Collaborating with Each Subgrantee and Ensuring Strong Partnerships

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services through focused technical support and intensive coaching. Specifically New Hampshire's model will support the development of a data sharing network across the birth to Grade 3 age range, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten. Each regional pilot center will have 2 dedicated FSC coaches to insure they can participate fully in weekly coaching and professional development sessions that are responsive to individual program needs.

The **output** will be 4 Early Childhood FSC regional programs that could be replicated using sustainability tools developed during the project and built into the grant's infrastructure. Those tools will include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals. Where National FSC schools currently have a larger focus on K-12 services, the NH FSC model will have a dedicated focus on the birth through Grade 3-continuum understanding these are foundational years in a child's growth and development. Each regional center will have direct support from a NH FSC coach who would offer weekly

coaching in inclusive education, early literacy, STEM literacy and culturally responsive teaching over the 4-year granting period.

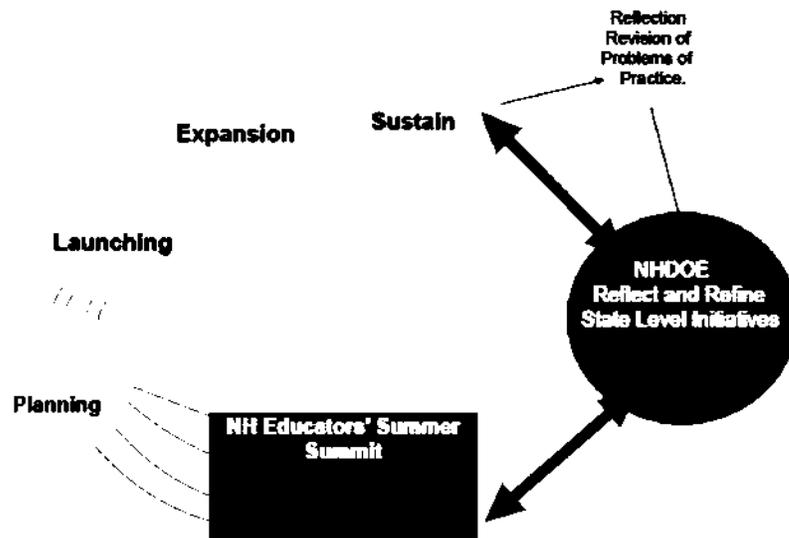
Subgrantees submitted Letters of Support with in this application, they will submit a letter of intent to apply in January of 2015. At that time a Regional FSC Coach will be assigned to offer Technical Assistance in completing the RFP to insure all assurances can be made and funds are for supplemental services and are not supplanting programming. District and or programs where 40% of families live at or under the 200% poverty index will be able to apply as lead agencies, will also be contacted in January and invited to an information session at the NH DOE to insure an equitable and transparent process. We are using the 40% poverty index for lead agencies as the majority of them deliver Title I school wide programming and as such have extensive experience and **expertise in the use of funds for supplemental services**. This expertise will be leveraged to mentor community programs in their consortia.

(E2) Implementing High Quality Preschool Programming

The Road to Preschool Sustainability: Early Childhood Leadership Academy

Subgrantees will begin their year at the NH Hampshire Educator's Summer Summit participating in an annual Early Childhood Leadership Academy for subgrantees. The Educators' Summer Summit is an annual event in New Hampshire where teams of 10 stakeholders from schools meet for 3-5 days exploring problems of practice. Based on data from the 2014 Summit one strand at the 2015 Summit will be dedicated to early childhood leadership. Registration will align to our subgrantee calendar to notify them of funding. The process for planning the EC Leadership Academy is already underway. Using an implementation Science Model of innovation and professional development teams of educators are meeting during quarterly meetings around key leadership needs in our state. A subset of approximately 20% of the participants is currently attending linked early childhood sessions. This work will culminate with field recommendations for the 2015 Early Childhood Leadership Academy, based on best practices and reflection and geographically and culturally responsive conversations during these planning meetings. These recommendations will be shared with national experts who will integrate them into their presentations and facilitated sessions at the Early Childhood Academy to meet each of our goals.

The Academy strands will align with the grant activities to include data literacy, evidenced based instructional strategies, inclusive PBL education, purposeful play and full-service community schools. Sessions are planned collaboratively between the host IHE, attending agencies, national experts and local education leaders. 2015 will mark our 4th Educators’ Summer Summit. We have a well-developed planning system in place that will now allow us to embed the Early Childhood Leadership Academy within our statewide professional development model.



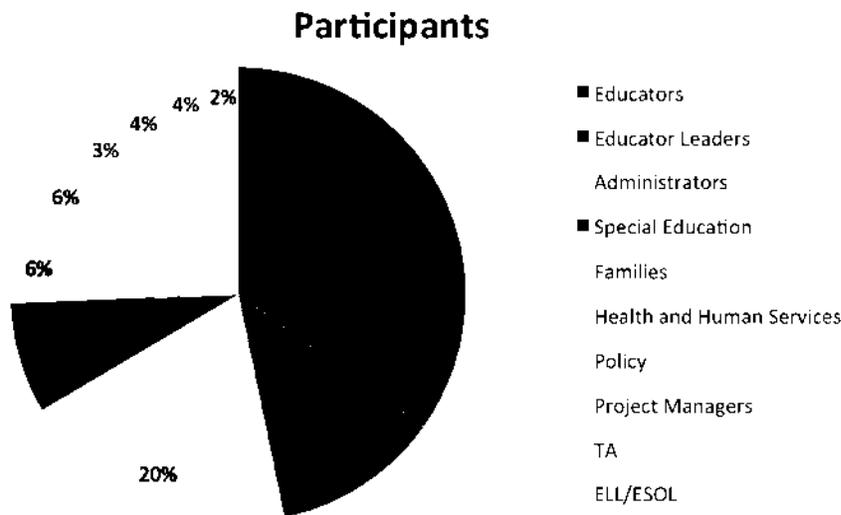
Grounded in implementation science the Early Childhood Academy at the New Hampshire Educators’ Summer Summit will be an intensive 5 day residential program and will be followed up with 4 quarterly Professional Networking meetings for all subgrantees and link directly to weekly intensive coaching in the voluntary preschool and full day kindergarten program in each consortium. Attending teams will represent the Birth to Grade 3 communities being developed in each regional consortia pilot. In addition to weekly intensive coaching post EC Academy, Subgrantees will reconvene 4 times per year at quarterly meetings for additional professional development from the EC Academy Team. This will support a **state identity** for the preschool development plan.

2015 New Hampshire Educators' Summer Summit Exit Data

Exit data from the 2014 participants clearly communicates our ability to conduct a successful Early Childhood Leadership Academy and year-long professional development which will anchor our work in preschool development and sustainability in New Hampshire.

Of the 525 attendees at our summit, 475 participants representing the highest need school districts in our state, attended and responded to an exit survey with trained facilitator.

Our teams included educators, administrator, health and human services, special educators, families, policy makers, technical assistant teams and ELL and ESOL professionals. These teams are consistent with the leadership goals of a FSC Model of educational supports we are proposing in our application.



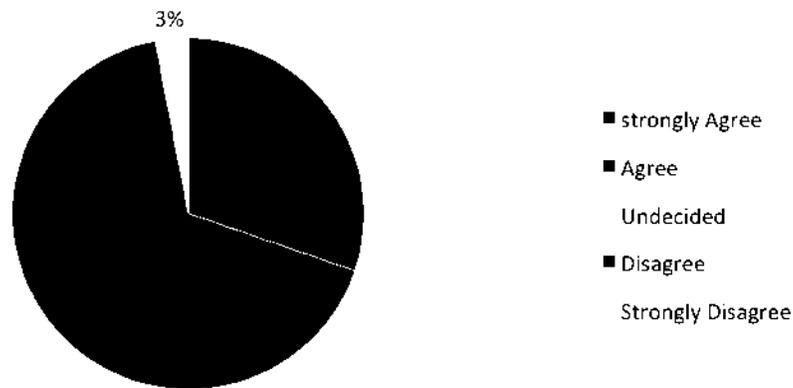
Our ability to organize and communicate goals of large scale yearlong projects will be central to our success if funded. New Hampshire's ability was validated through our survey data.

The conference pre-materials, registration process, and other logistics were organized, and helped set the tone for a successful conference.



Our planning process begins in January of each year. In May of 2014 we conducted a Problems of Practice survey grounded in Elmore’s Model of transformation. This data was used to drive the final Summit Strands and Sessions. Our ability to develop a highly focused and professional Summit received some of our highest ratings.

The conference sessions and activities were engaging and thought provoking.



Central to the Summit is the development of Innovation Plans that will drive continuous reflection and professional growth. Over 88% of participants reported that the themes to include

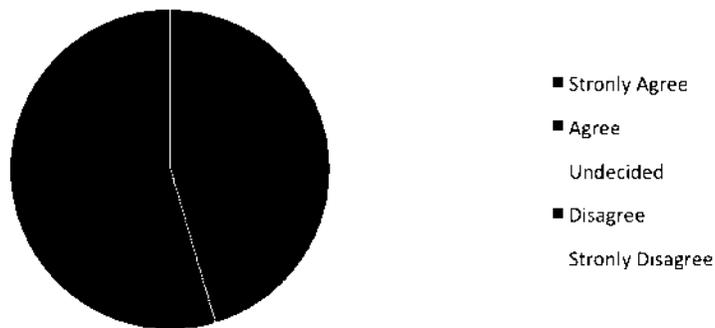
the presenters and content directly connected to the planning sessions that are an integral component of our model.

Please indicate to what extent your team agrees that the conference theme connected with the individual sessions and your team planning.



Finally our ability to train professional coaching leaders was evident in exit data that rated the value of the facilitators co-trained by the NHDOE and Keene State College, our 2014 Educators' Summer Summit host.

Facilitators elicited feedback and input from participants.



(E)(1) Roles and responsibilities of the State and Subgrantee in implementing the project plan

	Field Communication Project Manager (TBA) Dr. Mary Earick Transitional	Cross Sector Planning Team Meetings NHDOE and DHHS	US ED TA TBA
January 8 2015	Positions Posted Internally 8 Coaches 1 Web Developer 1 Project Director	Develop Interview Protocol for Project Coordinator and Coaches	Establish a communications protocol with our US ED TA contact
January 22, 2015	Jobs Posted Externally as Appropriate	Review Intent to Apply RFP To Districts	Develop a list of clarifying questions to review
January 30, 2015	Intent to Apply Posted on Preschool Development Webpage Mailed to Qualifying Districts	Meet with Commissioners, Governor's Office to review and receive approval of Intent to apply letter. POST	Vet intent to apply letter with US ED
February 15, 2015	Respond to Intent to apply letters with a calendar of deliverables and deadlines	Finalize interviews and hiring needs, close or repost.	Share updates on the process with US ED
March 2015	Conduct Needs Assessment	Subgrantee Shares Protocol for Completing the Needs Assessment Reports	Share updates on the process with US ED
April	On-boarding of New Staff	Develop Work Plans 8 Regional Coaches 1 Project Director 1 Web Developer	Submit Work Plans to USED
May, 2015	Notification to Subgrantees of Awards	Coaches Host Early Childhood Leadership Academy Preplanning Sessions	Share updates on the process with US ED
July 2015	Early Childhood Leadership Academy		

Interagency Advisory Group

This team developed the New Hampshire Preschool Application, and will lead the hiring process and on-boarding of the NHFSC grant staff, which includes one project director, 1 web developer and 8 regional coaches. Pending funding they will develop the regional Pilot Consortia RFP for applying Subgrantees and will lead the technical assistance to the subgrantees throughout their application process. Finally they will develop the review tools and process used to evaluate subgrantee's applications. Once these tasks are completed and new staff has been on-boarded they will move to an advisory position.

Fiscal Agent

The NH Department of Education represented on the Interagency Advisory Group will act as the fiscal agent leveraging their online grants management system as the fiscal monitoring process for subgrantees, limiting overhead costs. NHFSC grant staff will be overseen and evaluated by the Administrator of the Bureau of Integrated Programs, Dr. Mary E. Earick, using a portfolio review process, specifically using the Interagency Advisory Group as peer reviewers of artifacts collected from the project on a biannual basis.

Interim Project Director: Dr. Mary Earick

Dr. Earick will serve as the interim project director and will be the major point of contact for the Interagency Advisory Group and the US ED until the new Project Director has been on-boarded. As the Administrator for the Bureau of Integrated Programs she oversees Titles I, II, III, IV, Migrant and Homeless Education and oversees Kindergarten to Grade 3 Early Childhood Initiatives for the NHDOE. This transition will be critical to insure new staff have the appropriate professional development to meet the project goals.

Project Director

The project director will organize, oversee, monitor and evaluate each NHFSC Consortia projects, project staff and contracted professional development organizations. In addition the Project Director will schedule and facilitate the Interagency Advisory Group meetings and implement recommendations. The director will be the main point of contact with federal

monitors and technical assistance groups to include evaluation, reporting and monthly updates for both the US ED and the Interagency Advisory Group.

Web Developer

The web developer will work closely with DHHS building out the Portal to include basic infrastructure and design, TQRIS management tools and professional development materials.

Regional ECFSC Coaches (2 per region)

In year 1, Regional Coaches will offer technical assistance to subgrantees collaboratively with the Interagency Advisory Group to develop ECFSC regional application that meet federal funding gridlines. This TA will focus on how to use the comprehensive needs assessment that will be conducted by a national team in selecting and recruiting leaders in their communities which will be a requirement of their application. During the summer of year 1 coaches will have intensive PD with our national partners in the valid use of ITERS, ECRES, ELS, KELS, CLASS and First Schools in preparation for the first annual Early Childhood Leadership Academy. Coaches will work closely with their regional programs during the Academy, building relationships, common understandings and will assist them in developing plans based on an implementation science model.

Year 1 will focus on (1) weekly coaching on the use of the progress monitoring tools and core pedagogy, (2) quarterly professional development with National professional development partners and (3) planning facilitation between the community and educational leaders to fully develop a Birth to Grade 3 Continuum of services that can be leveraged to best support all children and families in their regions.

Year 2 (1) weekly coaching on the use of the progress monitoring tools and core pedagogy, (2) quarterly professional development with National professional development partners and (3) implementing cross community/agency programming on-site at the preschool programs.

Year 3 will continue with (1) weekly coaching, (2) quarterly professional development with national partners and (3) revisions of the cross community/agency programming on-site at the preschool programs and fully implementing their program.

Year 4 will transition to (1) bi-weekly coaching; (2) quarterly professional development with national partners and (3) developing the cross community/agency programming sustainability tools and to prepare subgrantee leadership teams to become the Early Childhood Leadership Academy presenters and mentors. These tools will include guidance on the use of federal funding in sustaining their preschool programming and a cost benefit report on their work over the 4 years.

Push in Model of Sustainability

New Hampshire has extensive experience at developing plans based on coordination of services. Early Childhood is a focus area across the NH Department of Education narrowing in on Kindergarten through Grade 3 to include transition programming and the Bureau of Special Education preschool programming and supports for children with special needs. The DHHS works collaboratively with us through our joint relationship and positions on the Spark NH Early Childhood Advisory board appointed by the Governor. In addition DHHS, the Bureau of Special Education and the NHDOE serve jointly on the SWIFT core planning team. With the support of Spark NH and SWIFT we have the opportunity to identify resources, decrease duplication of services and develop coherent plans for service delivery of programs currently in place across agencies in our 4 regional ECFSC pilot programs.

Appropriate financial resources to support successful implementation and sustainment of the plan drove the use of federal and state funds. New Hampshire focused on sustainable 'tools', meaning once developed or built-out these outputs from the grant could be used by current personnel to support programming without a need to hire additional staff. The web-based professional development Portal at DHHS which will dovetail to the NHDOE NH Network Pathways will have self-directed learning modules for educators and families to access, our data literacy plan will merge with our current plan and the TQRIS validation will offer guides for our preschool educators to use grounded in our Early Learning Standards. Each staff role developed in our plan was based on sustainability. An apprentice model has been applied that builds local experts who can then deliver specialized professional development to their regions, communities and schools.

The Early Childhood Leadership Academy will be fully embedded in the New Hampshire Educators' Summer Summit. The only costs to absorb are fees for national presenters, which will no longer be needed as the subgrantees will become the presenters and new project mentors. New communities who wish to develop an ECFSC model of program delivery will have the needed guidance to build a coherent ECFSC school model. Those tools would include facilitation guides for community partnerships, braiding of federal funds, family outreach, workforce development and quality professional development tools for birth through Grade 3 professionals both in print and virtually on the DHHS Portal and NH Network.

Subgrantees to Mentee to Mentor: An Apprentic Model

Coaches will work in their regions over 4 years moving direct coaching, to co-teaching and finally will mentor subgrantees as they become coaches and lead the Early Childhood Leadership Academy at the end of the grants funding cycle. In addition coaches will co-develop summer literacy programs with community agencies and offer Birth – Grade 3 workshops for participating communities in each regional consortia.

Subgrantees will participate annually in the EC Leadership Academy, quarterly meetings and will identify key personnel in each region to attend, in years 2-4 intensive PD with our national partners in the valid use of ITERS, ECRES, ELS, KELS, CLASS and First Schools. They will then work with the ECFSC coaches co-teaching in year 3-4 and to become the lead in their schools communities for sustained training in each of these areas at the end of the funding cycle.

TQRIS and DHHS Portal materials will be completed over the 4 year period by our web developer in collaboration with our Project Director, DHHS and the Interagency Advisory Group and available for use by the field via newly developed online services which will support current face to face services.

Funding associated with our data-sharing will insure a fully operational system is in place and maintenance will fall within current funding parameters making it a sustainable infrastructure expense.

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

New Hampshire will build on current preschool programing through enhanced slots that leverage physical space already allocated to schools and local agencies for special education

preschool services, voluntary public preschools, private and center based programs. This will allow for administrative and spaces costs to be limited and maximize sustainability after the grant expires.

(E)(7,8,9) How the State will ensure outreach to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families

Our Interagency Planning Team will include our Title II, Homeless Education and Migrant Education Coordinators who will insure that English learners; migrant; “homeless,” as defined in subtitle VII-B of the McKinney-Vento Act; children in foster care; those who reside in rural areas; who are from military families; and any other children identified by the State as disadvantaged are clearly prioritized in our work. The relationships currently in place will be augmented by the comprehensive needs assessment that will be conducted within 3 months of the grant funding.

Each coordinator has developed networks across the state where they are mentoring leadership teams that service homeless, migrant and new Americans. We will use their existing networks to conduct outreach during the application process. In addition our comprehensive needs assessment will augment these networks and also assist with the identification of children and families with the greatest financial challenges meeting our funding guidelines.

Alignment within a Birth Through Third Grade Continuum

(F)(1)(2) Birth through age-five programs and Kindergarten through third grade

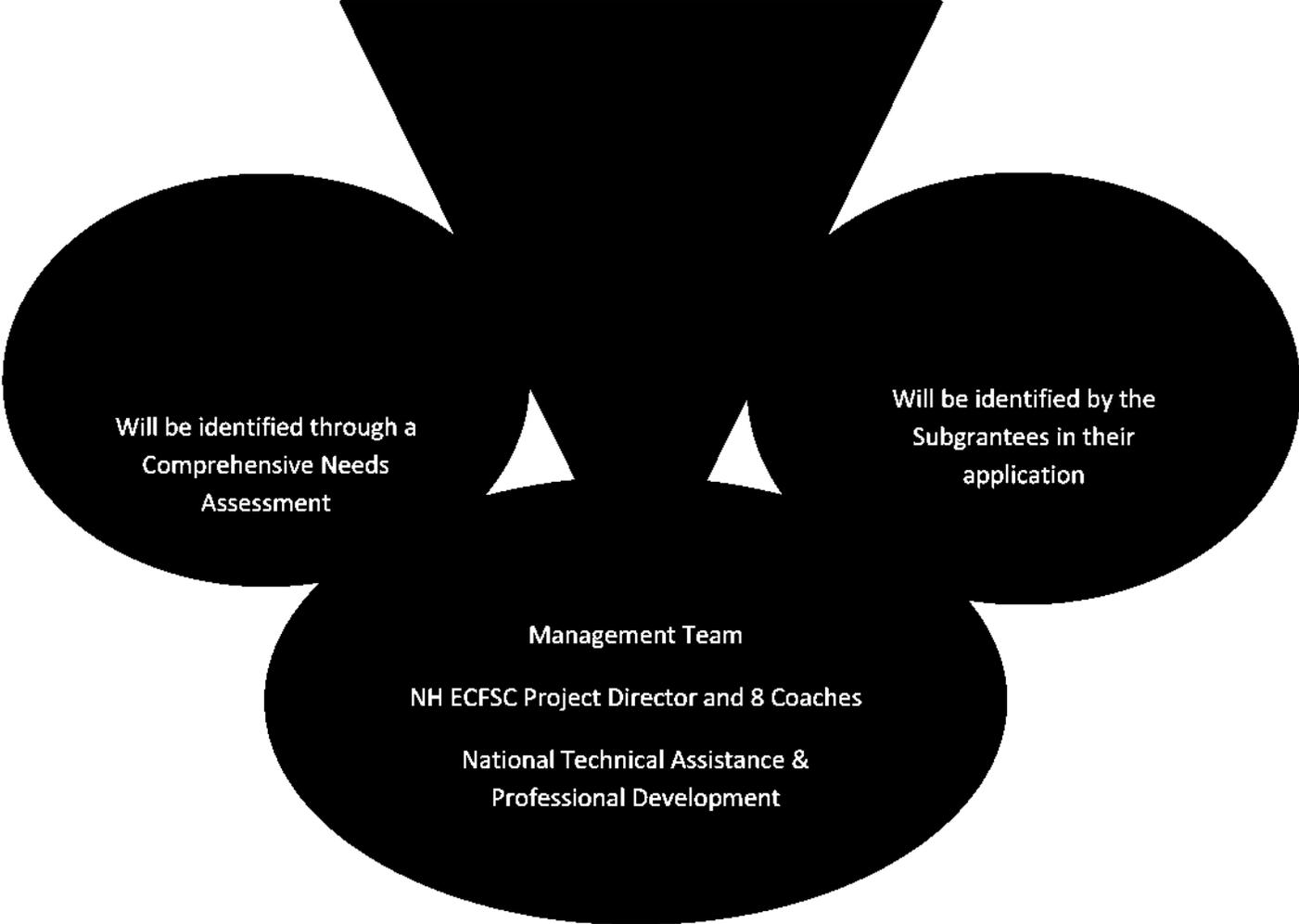
Evidence-based Model Proposed: Full-Service Community (FSC) Schools

Using a Collaborative Leadership Structure²⁷, Full Service Community Schools build alignment of Key Functions: results based visioning, resource development, program coherence & integration, supportive practices, professional development, technical assistance and community engagement. New Hampshire's application will develop alignment of key functions that are geographically and culturally relevant to the communities they serve. The preschool development grant comprehensive needs assessment will be used as a resource document with Subgrantees as they develop their applications for funding. The needs assessments will be specific to each of their communities and a central part of their initial application.

Each awardee will have 4 years to fully develop their model. The community, school and intermediary leadership teams will develop implementation plans based on the professional development and technical assistance provided at the Early Childhood Leadership Academy. It will follow an implementation science theory of action, one must explore before they can plan, then test initial implementation before full implementation. We anticipate that year 1 of their grant will focus primarily on exploring the key function alignments, year 2 with focus on a more matured initial implementation, year 3 a full implementation and year 4 will become the sustaining year at which point they will be able to mentor and lead.

²⁷ http://www.communityschools.org/aboutschools/strategic_alignment.aspx At the **school-site leadership team**, often comprised of educators, parents, community partners, and others, is responsible for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners with the school. A community school coordinator works hand-in-hand with the principal, and is a member of the school leadership team. The coordinator is responsible for building relationships with school staff and community partners, for engaging the families and community residents, and coordinator an efficient delivery of supports to students both inside and outside of the classroom, all day, every day. Data on academic AND non-academic factors drive the work for a community school. At the district or system-level, a **community-wide leadership** (e.g., school districts, government, United Way chapters, businesses, community- and faith-based organizations) is responsible for overall vision, policy, and resource alignment. It creates the context and capacity for expansion. It serves as a networking vehicle for policy development and communication in which several leaders of community initiatives decide why and how to align their resources to build and sustain a system of community schools. An **intermediary entity** (an organization or a working group composed of key leaders and managers from one or more partner agencies) provides planning, coordination, and management. Leadership powers the work by ensuring communication between community-wide and school-site leaders and by facilitating operational functions at all leadership levels and across school sites. It convenes school and community partners, provides strategic planning, and ensures that what happens at the community leadership level empowers students, families, and practitioners at school sites.

New Hampshire Early Childhood Full Service Community School Model



Budget and Sustainability

(G) Coordinate the Uses of Existing Funds from Federal Sources that Support Early Learning and Development

New Hampshire will use existing funds from a variety of sources to support the sustainability and development of our Early Learning Systems and voluntary preschool programming.

Technical assistance projects will include a state capacity professional development service plan which we currently have in draft form through our collaboration with the national SWIFT center.

(Please reference the fiscal report in (B)(1) Early Learning and Development Standards for a fiscal breakdown of current federal funding available.) The following Agencies are funded through this report:

Business Support

In recent years, interest in coordinating and strengthening the early childhood system has been building in NH. The business community is beginning to take notice. Business NH Magazine, the state's premier business publication, is co-hosting the Early Childhood Summit in November 2013. They are also published an early learning issue in March 2014.

Philanthropy

The momentum to strengthen the early childhood system is particularly notable in the philanthropic world in NH, an important element of our sustainability strategy. The NH Charitable Foundation (NHCF) recently convened 10 philanthropic organizations in the state to talk about collective investment in early childhood (see letter of support from NH philanthropic organizations (appendix G pp. 167-,166). The funders were enthusiastic about creating an early childhood investment group, as well as committing to ongoing funding of early childhood-related projects and organizations. NH's Endowment for Health has just completed a year-long strategic planning process and has selected early childhood as a key funding priority for at least the next five years. (Appendix A13 – EH Strategic Plan Priority Announcement, p. 5). The Endowment's Funding will increase significantly each year through 2018.

The growing and significant investment in early childhood initiatives by these organizations is expected to increase during the grant period and complement NH's plan. Currently their support includes: a) funding early childhood public awareness work; b) furthering the work on NH's Comprehensive Strategic Plan for Early Childhood; c) subsidizing child care

costs; d) strengthening access to and quality of oral, physical and behavioral health and nutrition; e) supporting home visiting; preventing child abuse; and f) supporting the state's early childhood systems building work through Spark NH.

Discretionary Grants

A number of competitive federal grants that will facilitate this project's effort to strengthen the early childhood system and address early childhood-related issues are described below, along with the collaborative relationship with the work in this proposal. The foundation of NH's ELD infrastructure built by Spark NH, strengthened by the Early Learning Challenge funds, will help ensure collaborative approaches that maximize these grant dollars.

- **SAMHSA Project LAUNCH:** \$3,358,600 over four years. Local level direct service pilot project in Manchester, NH focusing on young children with high needs that is linked directly to the statewide early childhood systems work of Spark NH. This work is closely aligned with and will be incorporated in NH's "Children: The Bedrock" plan related to developmental screening (Watch Me Grow) and early childhood and family mental health (credential and training).
- **SAMHSA System of Care:** \$3,000,000 over four years. Creates needed infrastructure to serve children and youth with complex behavioral issues and significantly expands the array of services and supports to these children. This grant resulted from the work of the NH Children's Behavioral Health Collaborative, which included NH DHHS, NH DOE, and other private and public cross-collaborative stakeholders. Will be linked to early childhood and family mental health work (training, TA).
- **SAMHSA Safe Schools, Healthy Students (SSHS):** \$8,000,000 over four years. Works to increase the number of children and youth who have access to behavioral health services, decrease substance abuse, increase capacity of community agencies to provide early development services, improve school climate, and reduce the number of children exposed to violence in three pilot communities. Will work collaboratively on efforts such as Better Together (family engagement through community collaboration).

- NII's Partners for Change Project, funded through ACF: \$3,200,000 over five years. Improves the social and emotional well-being of children involved with child welfare. Will work collaboratively on the Trauma-Informed Care training and TA project.
- CDC Obesity Prevention: \$242,741 over four years. Focuses funds on assisting early childhood education programs to develop/adopt policies to implement food service guidelines, and to increase physical activity. Will work collaboratively with Let's Grow! NH.
- US DOE Early Childhood Special Education Assistive Technology (EC-SEAT) Project: \$1,000,000 over four years. Preparing 40 Early Childhood Special Education teachers in research based practices, including expertise in assistive technology to support young children and their families. As possible, the work of these grants will be coordinated to maximize dollars and best serve young children and families. "Children: The Bedrock" will collaborate with this effort as described in Section C.

Continuing Federal Support

Ongoing federal programs will continue their important work in NH and coordinate their efforts with the grant goals where possible. In addition it is consistent with the establishment of the Office of State Support at the US Department of Education which will focus on how current federal funding can best be for the most disadvantage children..

- CCDF – Child Care Scholarship Program: \$116,000,000 over four years. Will continue to support eligible children with high needs and their families; use quality set asides to publish, disseminate and evaluate the ELDS; conduct the market rate survey; provide tuition assistance for higher education courses in early childhood education; prevent child care expulsion through consultation; administer the early childhood mentorship program; support staff to administer quality initiatives; and support GSSS incentive payments to ELD programs.

- NH DHHS, Division of Public Health Services, MCH Section will continue to use grant funds (\$492,986) from the Federal Health Resources and Services Administration (HRSA) to provide statewide Maternal, Infant and Early Childhood Home Visiting (MIECHV) services (\$2,922,754). This work has already begun to coordinate these efforts with the work of Spark NH and other early childhood initiatives, including Watch Me Grow (Section C).
- IDEA: Part C: \$8,245,552 State: \$15,289,396, B611: \$2,136,000, and B/619: \$1,300,000 will continue the important early childhood services they provide to support the outcomes in the Children: The Bedrock Plan, collaborating on all relevant projects, including Cross-System Linkages.
- Title V MCH Block Grant: Federal:\$7,907,352, State: \$22,632,600 (includes other than EC related funds) will continue to support the healthy development of young children, including Watch Me Grow.
- Child welfare services under Title IV (B)(1) \$600,000, IV(B)(2) \$940,000 and (E): of the Social Security Act: Continue to support eligible young children to attend early learning and development programs to support foster parents to be able to work (linked to Trauma-Informed Care training/TA).
- The Early Childhood Comprehensive Systems Grant: \$420,000 over four years. Focuses on mitigation of toxic stress in children 0-3, partly funds the systems building and public awareness work of Spark NH (linked to Watch Me Grow, Section C).
- Title Part A and 1003a, 1003g Funds

Title I –A Voluntary Preschool 2014	\$987,000 2015	1,208,000 2016	Projected to continue at similar level 2017	Projected to continue at similar level 2018	\$3,611,000
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Local efforts

Local efforts will also be linked to the early childhood systems work at the state level. The work currently being done by the Coos Coalition for Young Children and Families was formally begun in 2012 with the goal of supporting the healthy development of the next generation. This group of organizations, representing mental health, healthcare, family support, early childhood education and school districts, has been working collaboratively on identifying shared strategies and indicators since 2009. The Coalition is funded by a local grant program at the NHCF. The Belknap County Early Learning Council is composed of local early childhood professionals, school educators and administrators, community agency representatives, business leaders and citizens who are concerned with child care and early learning experiences in their community. The Council, which is funded by Granite United Way, will be more formally linked to the work of Spark NH as part of the plan. Both of these groups are connected to Spark NH and efforts will be made to build on existing, ongoing early childhood collaborative teams with local funding to broaden the geographic reach of the plan.

NH's plan for promoting ELD to include voluntary preschool outcomes for children is grounded in high quality ELD standards, initiatives to ensure that children are screened often and appropriately referred for services, a deep focus on a few areas that are "drivers" of children's ELD and later social-emotional and academic success, and supporting families to become effective stewards of their own children's well-being and leaders and advocates in the state.

Collectively we support competent and confident children!

State of New Hampshire
By His Excellency
John H. Lynch, Governor

Executive Order 2011-03

An Order Establishing the Early Childhood Advisory Council

WHEREAS, the healthy development of children provides a strong foundation for competent adulthood, responsible citizenship, economic productivity, strong communities and a prosperous New Hampshire; and

WHEREAS, our youngest citizens represent the future of our economy, and their talents are essential for our state to remain competitive in today's global, knowledge-based economy; and

WHEREAS, success in high school, college, and career is directly related to a healthy and engaging early childhood; and

WHEREAS, New Hampshire has long worked to ensure all of our youngest citizens are given the opportunities to develop to their fullest potential, laying the foundation for their success in school and in life; and

WHEREAS, in 2011, New Hampshire was named the best state in the country in which to raise children for the fourth year in a row; and

WHEREAS, the federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134, requires establishment of a state advisory council on early childhood education and care to carry out the duties as enumerated in the Act;

NOW, THEREFORE, I, JOHN H. LYNCH, GOVERNOR OF THE STATE OF NEW HAMPSHIRE, by the authority vested in me by part II, Article 41 of the New Hampshire Constitution, do hereby order the following:

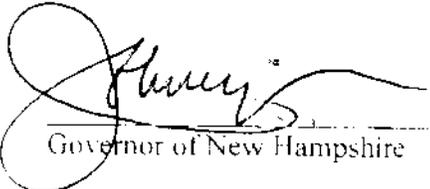
1. There is established the New Hampshire's Early Childhood Advisory Council ("the Council").
2. That the Council shall advise, make recommendations and undertake the following:
 - a) Strengthening New Hampshire's early childhood infrastructure;
 - b) Coordination of the development and implementation of an integrated and comprehensive strategic plan for early childhood in New Hampshire;
 - c) Development of a framework to evaluate the Council's outcomes impacts and the progress of New Hampshire's young children and their families; and
 - d) Fostering public awareness of, promoting access to, and building commitment for quality early childhood programs and services.
3. That the members of the Council shall include the following members to be appointed by the Governor and shall serve at the pleasure of the Governor:

- a) Administrator of the Child Development Bureau, Department of Health and Human Services (DHHS)
 - b) Specialist from the Office of Early Childhood Education, Department of Education (DOE)
 - c) State Director of Head Start Collaboration
 - d) Title V Administrator for the Maternal and Child Health Section, DHHS
 - e) Chair of the NH Interagency Coordinating Council or designee
 - f) Chair of the NH Child Care Advisory Council or designee
 - g) President of Family Support NH or designee
 - h) President of the NH Association for Infant Mental Health or designee
 - i) A representative of Early Learning NH recommended by that organization
 - j) A representative of the DOE responsible for programs under section 619 of the Individuals with Disabilities Education Act recommended by the Department
 - k) A representative of DHHS responsible for programs under part C of the Individuals with Disabilities Education Act recommended by the Department
 - l) A representative of a local educational agency recommended by the NH Association of School Principals
 - m) A representative of higher education recommended by the NH College and University Council
 - n) A representative of a Head Start agency recommended by NH Head Start Directors Association
 - o) A representative of the Children's Alliance of NH recommended by that organization
 - p) A parent recommended by the NH Head Start State Parent Advisory Council
 - q) A parent recommended by the NH Parent Information Center
 - r) Member of the NH House of Representatives or Senate recommended by the Executive Committee of this Council.
 - s) A representative of local providers of early childhood education and development services recommended by the Executive Committee of this Council from a regional interdisciplinary group
 - t) A representative of the NH philanthropic community recommended by the Executive Committee of this Council.
4. The members of the Council shall hold an organizational meeting prior to October 1, 2011. At their November meeting they shall designate a chairman and a vice chairman from among them. Vacancies on the Council shall be filled in the same manner as original appointments.
 5. The members of the Council may appoint an Executive Committee as well as such subcommittees, task forces and work groups as necessary to carry out their duties.

6. The Council shall be allowed to accept grants and other assistance to support its work upon the approval of the Governor and Executive Council. Any such items shall be brought forward by the Department of Health and Human Services on behalf of the Council.
7. All meetings of the Council, its Executive Committee, and any subcommittee, task force or work group established shall be open to the public and noticed in accordance with RSA 91-A.
8. The Council shall submit annually by October 1st beginning in 2012 a report to the Governor, Commissioner of Education and Commissioner of Health and Human Services on its activities, recommendations and plans.
9. The Council is authorized to adopt such additional governing procedures that are consistent with this Order and the Act.

Given under my hand and seal at
the Executive Chambers in Concord,
this 7th day of September, in the year
of our Lord, two thousand and eleven.




Governor of New Hampshire

STATE OF NEW HAMPSHIRE
By His Excellency
John H. Lynch, Governor

EXECUTIVE ORDER 2012-3

An Order Amending Executive Order 2011-03

WHEREAS, the Early Childhood Advisory Council was established by Executive Order 2011-03; and

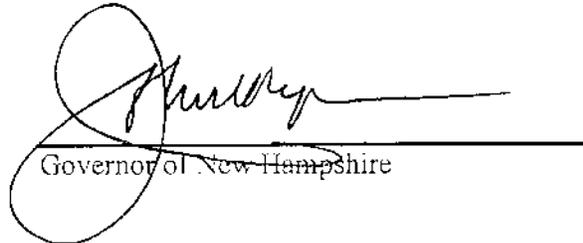
WHEREAS, this Executive Order amends Executive Order 2011-03;

NOW, THEREFORE, I, JOHN H. LYNCH, Governor of the State of New Hampshire, by virtue of the power and authority vested in me by Part II, Article 41 of the New Hampshire Constitution, do hereby order, effective immediately, as follows:

1. Paragraph 3 of Executive Order 2011-03 is amended to include the following:
 - a) The Executive Director of New Futures, or designee
 - v) A representative of NH DHHS Office of Medicaid Business and Policy
 - w) The Early Childhood Special Projects Coordinator for the Maternal and Child Health Section, DHHS
2. Executive Order 2011-03 shall in all other respects continue in force and effect as originally issued on September 7, 2011.



Given under my hand and seal at the Executive Chambers in Concord, this 20th day of December, in the year of our Lord, two thousand twelve.


Governor of New Hampshire

Children:

The Bedrock of the Granite State

New Hampshire Comprehensive Strategic Plan for Early Childhood

2013-2016



Acknowledgements

This document is the culmination of a strategic planning process that occurred over eight months. Martha Diefendorf and Mary Louise Peters of the FPG Child Development Institute at The University of North Carolina at Chapel Hill facilitated this process and edited the document with Laura Milliken, Director of Spark NH, and Kellen Reid of FPG. The intended outcomes and proposed activities were developed in committees for each of the identified function areas.

Ellen Wheatley chaired the Spark NH Council.

Marti Ilg and Linda Graham co-chaired the Communication and Public Awareness committee.

Jeanne Agri, Jackie Cowell, and Julie Sackett co-chaired the Policy committee.

Debra Nelson and Carolyn Stiles co-chaired the committee on Quality Early Childhood Programs and Services.

Elizabeth Collins and Becky Berk co-chaired the committee on Early Childhood Data Systems.

Ellen Wheatley and Pat Cantor co-chaired the Workforce and Professional Development committee.

Members of the Policy committee include Jeanne Agri, Erika Argersinger, Jackie Cowell, Julie Day, Deirdre Dunn Tierney, Joan Izen, Janine Lesser, Susan Marcotte-Jenkins, Erin Morrell, Suellen Peluso, Julie Sackett, Jackie Sparks, Carolyn Stiles, Cindy Wallace, Ellen Wheatley and Kelley White.

In addition to the committee work, stakeholders from around the state representing relevant perspectives had an opportunity to help shape the plan. Although this comprehensive strategic plan serves as a roadmap for developing a comprehensive early childhood system in New Hampshire, revisions will be made over time to reflect progress in implementation and changes in context.

Please cite as:

Diefendorf, M., Milliken, L., Peters, M., Reid, K. (2013). New Hampshire Comprehensive Strategic Plan for Early Childhood. Concord, NH: Spark NH Early Childhood Advisory Council.

For more information about Spark NH, please see the website: <http://sparknh.org/>





STATE OF NEW HAMPSHIRE
OFFICE OF THE GOVERNOR

MARGARET WOOD HASSAN
Governor

November 18, 2013

Dear Friends,

The future of New Hampshire rests in the hands of the children we are raising now. For our economy to grow, we need to help nurture a generation of creative people who can take on challenges in the 21st century that we never dreamed of when we were growing up.

We know from a wide body of research that children's earliest experiences will have consequences for the rest of their lives. That's why we need to ensure that our system of early childhood services and supports works to promote healthy development early in life.

That is why your efforts are so important. That so many people came together to work on the New Hampshire Comprehensive Strategic Plan for Early Childhood is a sign of what a great state we live in and how hard we work to protect our most precious resource: Our children.

This strategic plan is intended to provide policymakers, community leaders and citizens with a framework for how New Hampshire can best meet the needs of all children at their most vulnerable stages.

I want to commend and thank all who worked on the plan here for the work you have done to ensure that our all of our children have a chance at healthy, happy and productive lives.

With every good wish,

Margaret Wood Hassan
Governor

**New Hampshire Comprehensive Strategic Plan for Early Childhood
2013-2016**

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Introduction

The New Hampshire Comprehensive Strategic Plan for Early Childhood identifies common priorities and activities to enhance the coordination and alignment of the early childhood system in New Hampshire. The New Hampshire Comprehensive Strategic Plan for Early Childhood was guided by Spark NH, the governor-appointed Early Childhood Advisory Council. Spark NH is a private-public partnership charged with creating a comprehensive coordinated system of programs and supports for young children and their families.

Development of this plan was based on the underlying principles adopted by the Spark NH Council.

- Vision:** All New Hampshire children and their families are healthy, learning and thriving, now and in the future.
- Focus:** Expectant families and children from birth through grade 3 and their families.
- Goal:** A comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State.

Through broad stakeholder involvement and the incorporation of existing statewide strategic plans relating to early childhood, this plan was developed over the period of November 2012 to August 2013. The comprehensive plan is not intended to replace plans which will be maintained by individual organizations, but to bring together all efforts related to the critical period of child development across health, early learning and family support.

New Hampshire's comprehensive, coordinated early childhood system is depicted in the graphic below which shows the relationship of system service sectors: (1) early learning and development, (2) health, and (3) family leadership and support and the infrastructure function areas that furnish the necessary foundation for the provision of supports and services: (1) governance, (2) communication and public awareness, (3) policy, (4) quality early childhood programs and services, (5) funding, (6) early childhood data system, and (7) workforce and professional development. These sectors and function areas, when comprehensive and coordinated, result in children and families healthy, learning and thriving.

Stakeholders from multiple levels of the system were represented in the creation of the plan and will take part in implementing the plan and be impacted by it. Stakeholders identified

effective methods to create a comprehensive system within the state and articulated intended outcomes to reflect each level of the comprehensive early childhood system:

STATE ADMINISTRATION LEVEL: State administrators collaborate to develop policies that shape quality early childhood programs and services. They keep professionals, families and other stakeholders invested in and participating in cross-sector work, and use cross-sector data to demonstrate outcomes and unmet needs of families and children in order to advocate for sufficient funding and resources for supporting a quality, coordinated early childhood system.

PROFESSIONAL DEVELOPMENT LEVEL: Professional preparation programs (both pre-service and in-service) make use of feedback from local administrators and practitioners in the design of a high-quality, accessible, coordinated system that provides professional development at the regional/local level that supports coordinated service delivery.

LOCAL/REGIONAL ADMINISTRATIVE LEVEL: Administrators communicate effectively, share resources and have easy access to pertinent data to ensure a more qualified, stable workforce and support coordinated/integrated service delivery that promotes ease of access to services for families and continuity of care.

PRACTITIONER/SERVICE PROVIDER LEVEL: Early childhood practitioners coordinate with other agencies and service providers and help families know what resources are available and how to access them and provide comprehensive and high-quality services that support family needs.

FAMILY LEVEL: Families are meaningfully engaged in their child's development, understand what constitutes quality services, and are able to access high-quality services and effective support from practitioners. Families feel valued by the state as evidenced by the inclusion of family leadership and voices in all levels of planning that anticipate their needs to thrive and be successful.

The New Hampshire Comprehensive Strategic Plan for Early Childhood addresses the complexity of three service sector areas, five levels of the system, and seven function areas. It will be implemented through the activities named within each of the function areas, and it will be updated at least every two years.

Each function area has specific, multi-level, intended outcomes relevant to its content. Detailed activities were developed for each of the seven function areas within the comprehensive system (governance, communication and public awareness, policy, quality early childhood programs and services, funding, early children data system, and workforce and professional development) with timelines, benchmarks, and data sources for evaluating progress. For each function area, a visual depiction presents the interrelationship among the activities and the relationship to other function areas.

New Hampshire Comprehensive Strategic Plan for Early Childhood 2013-2016 At-A-Glance

VISION All children in New Hampshire and their families are healthy, learning, and thriving, now and in the future

FOCUS Expectant families and children from birth through grade three and their families

GOAL Develop a comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families investing in a solid future for the Granite State

PLAN The plan brings together all statewide efforts in the state related to the critical period of child development across health, early learning and family support. Through broad stakeholder involvement over seven months, activities for the following seven function areas were identified to enhance the coordination and alignment of the early childhood system in New Hampshire.

FUNCTION AREAS

GOVERNANCE

- Strengthen the leadership infrastructure
- Plan for stakeholder engagement
- Develop and implement a monitoring process to build, maintain, and sustain comprehensive plan
- Develop and implement an evaluation plan with clear benchmarks to measure outcomes for children, and families and system effectiveness

COMMUNICATION AND PUBLIC AWARENESS

- Develop common messages: importance of early childhood “Bedrock” messaging
- Develop communication plan to promote definition and importance of quality early childhood (EC) programs and services
- Develop communication plan to promote the need for a sustainable, comprehensive system
- Develop communication mechanisms within the early childhood system
- Provide the public and early childhood workforce messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system

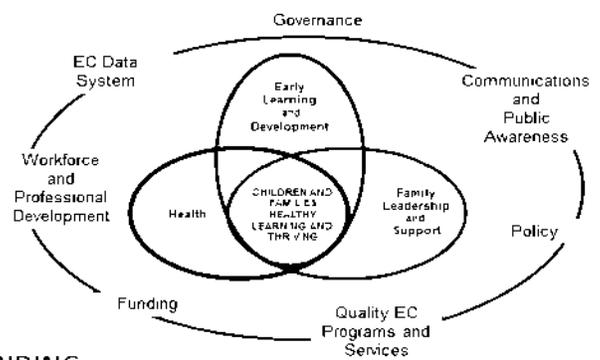
POLICY

- Identify and promote effective early childhood policies and practices, including the *Birth through Age Eight State Policy Framework* from the Alliance for Early Success
- Develop and maintain meaningful partnerships

QUALITY EC PROGRAMS AND SERVICES

- Develop and promote a shared definition of quality
- Review, revise if necessary, and promote quality standards across health, family support, and early learning
- Facilitate state and local collaboration to implement quality standards and practices
- Collaborate across sectors for timely identification of child and family needs and provision of quality practices

Comprehensive Coordinated Early Childhood System



FUNDING

- Fund evidence-based practices
- Explore, prioritize/realign, and coordinate resources and funding
- Create an early childhood funding and sustainability initiative
- Secure sufficient private/public funding for the early childhood system

EARLY CHILDHOOD DATA SYSTEM

- Develop and implement integrated cross-sector longitudinal data system
- Develop procedures and training on data collection and use
- Address legislative and policy barriers to data access

WORKFORCE AND PROFESSIONAL DEVELOPMENT

- Establish guiding principles on which to build a cross-sector, comprehensive professional development system
- Research evidence-based practices for professional development
- Establish common set of core competencies for all early childhood professionals
- Develop essential professional development policy areas using the NAEYC’s Policy Blueprint
- Build investment & commitment to early childhood professional development
- Implement the professional development system

Intended Outcomes by Function Area

1 Governance	2 Public Awareness	3 Policy	4 Quality	5 Funding	6 EC Data System	7 Workforce
Expectant families, children birth through grade 3 and their families will . . .						
be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.	understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.	be supported by policies and programs that ensure that they and their young children are healthy, learning and thriving.	have timely access to information, resources, services and programs that are of high quality and that meet their needs.	have access to effective programs and services provided by qualified personnel.	have useful information to help them understand their options and inform their choices about programs and services that will meet their needs and improve outcomes for their children.	receive services from competent providers working for effective programs.
Providers, practitioners, professionals will . . .						
be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.	understand the importance of healthy early childhood development and will be able to consistently use the core story/ Bedrock messaging with families and the public.	be supported by policies that allow them to deliver services using best practices so that young children and families are healthy, learning and thriving.	adopt the shared definition of quality and apply quality standards in their work, including evidence based practices for timely identification of child and family needs.	have stable employment and will be well compensated for providing effective programs and services.	be able to use data to inform decisions for improving practices, targeting needs, and individualizing services.	receive effective pre-service and in-service professional development from competent professional development staff.
Local/regional administrators will . . .						
benefit from the early childhood system support and will be held accountable for effective services to young children and their families.	understand the importance of healthy early childhood development and will use the core story/ Bedrock messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.	be supported by policies that enable them to support providers and effective programs and services for young children and families.	collaborate across sectors to identify child and family needs, provide information, resources and services in a timely manner, and implement quality standards for programs & practices.	work collaboratively to assure sufficient funding to provide effective programs and services.	be able to use data to apply for funds and improve quality and access.	have a competent and stable workforce that provides effective services to expectant parents, children birth through grade 3 and their families.

1 Governance	2 Public Awareness	3 Policy	4 Quality	5 Funding	6 EC Data System	7 Workforce
<p>Professional development/ technical assistance providers will . . .</p> <p>use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.</p> <p>understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.</p> <p>be governed by policies that require them to offer competency-based education, training and support to the early childhood workforce.</p> <p>include cross-sector quality standards and evidence based protocols and approaches in their training and technical assistance to the field.</p> <p>have the resources for ongoing, competency-based, effective, stimulating adult learning with opportunities for continuous improvement process</p> <p>use data to tailor and target cross-sector offerings to address gaps and/or weaknesses in the early childhood system.</p> <p>work within a cross-sector, comprehensive professional development system that provides clear policies and sufficient resources to implement effective pre-service and in-service professional development.</p>						
<p>State administrators and decision-makers will . . .</p> <p>be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.</p> <p>understand the importance of healthy early childhood development and will reference the Core Story/ Bedrock messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.</p> <p>implement policies that support access to quality programs and services needed by young children and their families to be healthy, learning and thriving.</p> <p>incorporate the shared definition of quality programs and services into the development of cross-sector policies and quality standards.</p> <p>have adequate and consistent funding for creating and maintaining a sustainable system that supports quality and equity.</p> <p>make data-based decisions to develop policy and dedicate resources for greatest impact on child and family outcomes.</p> <p>adopt and oversee the operation of a cross-sector, comprehensive professional development system that has sufficient funding and clear policies that result in effective pre-service and in-service professional development.</p>						

Activities by Function Area

GOVERNANCE

List of Activities

- G1. Strengthen the leadership infrastructure
- G2. Plan for stakeholder engagement
- G3. Develop and implement a monitoring process to build, maintain, and sustain comprehensive plan
- G4. Develop and implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness

Multi-Level Intended Outcomes

Families: Expectant families and families of young children will be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.

Providers/professionals: Providers will be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.

Regional/Local administrators: Local administrators will benefit from the early childhood system support and will be held accountable for effective services to young children and their families.

Professional development/TA: Professional development providers will use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.

State: State administrators will be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.

Activity G1: Strengthen the leadership infrastructure

Activity Description: The leadership of Spark NH, together with the relevant state agencies and stakeholders, will work on the implementation of the strategic plan. They will regularly share their activities with the public, the relevant New Hampshire House and Senate committees and the Office of the Governor. They will continue to use a comprehensive approach with broad cross-sector planning, efficiencies and coordination and strengthening partnerships between the public and private sectors.

Estimated Start Date/Duration: Start Fall 2013 through November 2015/ ongoing

Steps:

1. Consult with Office of the Governor, legislators and state agency leadership alongside relevant state agencies and stakeholders, and others to implement the strategic plan (Fall 2013).
2. Seek technical advice from appropriate national organizations in determining a strong and effective leadership infrastructure.
3. Determine what, if any, policy actions are needed to build long-term commitment for child and family issues in New Hampshire and to mobilize resources for the governor's priorities for children.

Benchmarks:

- Reported to the Office of the Governor and state agency leadership
- Realistic timeline reported to the Governor's office.

Data Sources for Evaluating Benchmarks:

- Meetings documented
- Timeline document

Relationship to Other Activities: The leadership infrastructure will be influenced by the development and maintenance of meaningful partnerships (P2) This new infrastructure will be an integral part of creating accountability measures for the EC Comprehensive System, which includes the development and implementation an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4) as well and the development and implementation of a monitoring process to build, maintain, and sustain the comprehensive plan (G3). (G1) and in developing the plan for stakeholder input (G2). The leadership infrastructure will create an early childhood funding and sustainability initiative (F3) and secure sufficient private/public funding for the early childhood system (F4). It will guide the Development of essential professional development policy an area using the NAEYC's Policy Blueprint (WFPD 4) and build investment and commitment to early childhood professional development (WFPD 5).

Activity G2: Plan for stakeholder engagement

Activity Description: Spark NH will develop a plan ensuring all people affected by the strategic plan are meaningfully engaged in all aspects of planning, implementing and evaluating comprehensive early childhood system.

Estimated Start Date/Duration: September 2013 through August 2014/ongoing and biennial meetings

Steps:

1. Identify relevant categories of stakeholders from across all sectors and levels of the system.
2. Monitor stakeholder engagement in early childhood initiatives across the early childhood system
3. Update stakeholder engagement plan as needed, with input from Spark NH committees and evaluation results.

<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Stakeholder categories identified ▪ Stakeholder engagement is monitored consistently ▪ Stakeholders participate in relevant meetings and provide input and feedback 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ List of stakeholders compiled ▪ Announcements & invitations for involvement ▪ Monitoring chart with stakeholder categories, modes of participation, dates, results. ▪ Survey/focus group results indicating that stakeholders know about opportunities to be involved in system planning, implementation and evaluation, and feel their participation is valued and useful. ▪ Attendance records, notes from meetings.
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Relationship to Other Activities: Through the activity of strengthening the leadership infrastructure (G1) this plan for stakeholder engagement is possible. The plan for stakeholder engagement will help guide many activities in the comprehensive plan and will be coordinated with the Spark NH Policy Committee. This is similar to and must be coordinated with the work to develop, enact and maintain meaningful partnerships for policy development (P2) and influences cross sector collaboration for timely identification of child & family needs and provision of quality practices (Q4). Stakeholder engagement is essential to an efficient and effective comprehensive system. Stakeholders will be involved in developing a monitoring process to build, maintain, and sustain comprehensive plan (G3), developing and promoting effective early childhood policies (including the Birth through Age 8 State Policy Framework) and practices (P1), as well as, developing and promoting a shared definition of quality (Q1). Through stakeholder engagement, common messaging related to the importance of early childhood (known as the “Bedrock” messaging) will be developed (CPA1), and communication mechanisms within the early childhood system will be created (CPA4). Stakeholder engagement will guide the development of an integrated cross-sector longitudinal data system (D1) and the development of essential professional development policy areas using the NAEYC’s Policy Blueprint (WFPD4).

Activity G3: Develop and implement a monitoring process to build, maintain, and sustain comprehensive plan

Activity Description: Spark NH will facilitate the design and implementation of a monitoring process to build and maintain the New Hampshire comprehensive plan for early childhood.

Estimated Start Date/Duration: March through April 2014 and ongoing.

Steps:

1. Facilitate developing and implementing a system to monitor the implementation of the plan

<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ System to monitor implementation of the plan developed ▪ Summit planned with appropriate activities to achieve intended outcomes ▪ Comprehensive plan is updated to reflect new priorities and timelines 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Meetings documented and held ▪ Summit planned and held ▪ Updated Comprehensive Plan posted on Spark NH and agency websites.
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Relationship to Other Activities: This activity on monitoring and sustainability is influenced by to the activity on strengthening the leadership infrastructure (G1) and the plan for stakeholder engagement (G2). It is also related to the shared definition of quality (Q1) the review (and revision, if necessary), and promotion of quality standards across health, family support, and early learning (Q2). Once in place, the monitoring process will impact the development and implementation of an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4). It will have ramifications for the development and implementation of an integrated cross-sector longitudinal data system (D1) and the funding of evidenced-based practices (F1).

Activity G4: Develop and implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness

Activity Description: The new leadership infrastructure will develop an evaluation plan with benchmarks and measures for the NH early childhood comprehensive system that ensures accountability and positive outcomes for young children and families.

Estimated Start Date/Duration: January through March 2014 and ongoing; contingent upon when new infrastructure is convened (G1).

Steps:

1. The new leadership infrastructure (G1), and community and State government partners including the Department of Education, Department of Health and Human Services will develop clear benchmarks that can be used across programs and services regarding accountability and outcomes for young children and their families
2. The new leadership group will meet with data professionals to determine what available data can be used as benchmarks and measures and where there are data gaps regarding accountability and outcomes
3. The group will make recommendations regarding what clear benchmarks and measures could be developed with additional data

Benchmarks:

- Community and state government partners engaged
- Available data and data gaps identified
- Clear benchmarks and data measures determined
- Recommendations made

Data Sources for Evaluating Benchmarks:

- Group convened
- Questions documented
- Meeting with data experts held
- Benchmarks document created

Relationship to Other Activities: The development of an evaluation plan is directed by a strong leadership infrastructure (G1) and maintained by the established monitoring process of the comprehensive plan (G3). It is shaped by a shared definition of quality (Q1) and identified effective early childhood policies and practices (P1), and the development of essential professional development policy areas (WFPD 4). Once developed, this evaluation plan will inform the integrated cross-sector longitudinal data system (D1), the procedures and training on data collection and use (D2), the funding of evidence-based practice (F1), and ultimately the implementation of the professional development system (WFPD6).

List of Activities

- CPA1.** Develop common messages: importance of early childhood (“Bedrock” messaging)
- CPA2.** Develop communication plan to promote definition and importance of quality early childhood programs and services
- CPA3.** Develop communication plan to promote the need for sustainable, comprehensive system
- CPA4.** Develop communication mechanisms within the early childhood system
- CPA5.** Provide the public and early childhood workforce messages related to the importance of early childhood development, quality programs and practices, and a comprehensive system.

Multi-Level Intended Outcomes

Families: Families will understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.

Providers/professionals: Providers will understand the importance of healthy early childhood development and will be able to consistently use the “Bedrock” messaging with families and the public.

Local (program) administrators: Local administrators will understand the importance of healthy early childhood development and will use the “Bedrock” messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.

Professional development/TA: Professional development (PD) providers will understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.

State administrators: State administrators and other decision-makers will understand the importance of healthy early childhood development and will reference the “Bedrock” messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.

Activity CPA1: Develop common messages and materials about importance of early childhood (i.e., “Bedrock” messaging)

Activity Description: The Spark NH Communications and Public Awareness Committee will encourage everyone involved in the early childhood system to use consistent messaging about the importance of child development

Estimated Start Date/Duration: June through November 2013/ongoing

Steps:

1. Develop the common language and messages developed by Spark NH (“Bedrock” messaging) to promote a public education/marketing plan for all levels of the system, including policy makers, employers, regional, district and local entities, parents and families, and the general public.
2. Create consensus among advocates and other stakeholders about the content of the messages and the need for a comprehensive messaging and communications strategy.
3. Create materials in a variety of formats.

Benchmarks: (short term)

- Clear and user friendly messaging is created
- Messaging is available in a variety of formats.
- Messages within Spark NH’s public communication materials are consistent
- Agreement among advocates and other stakeholders re: need for a comprehensive messaging and communications strategy
- Advocacy organizations are aligned around early childhood messaging

Data Sources for Evaluating Benchmarks: (short term)

- Power point presentations, website content, Facebook posts and links reflect and/or extend early childhood messaging.
- Feedback from users
- Emergence of/acceptance of a lead organization that agrees to “own” campaign

Relationship to Other Activities: The common messages will be informed by stakeholder input (G2). These common messages will influence the communication plan for promoting quality early childhood programs (CPA2), the communication plan for promoting a sustainable, comprehensive system (CPA3), and the guiding principles for professional development (WFPD1). In time, consistent messages about the importance of child development, quality programs and practices, and a comprehensive early childhood system will be broadly disseminated (CPA5).

Activity CPA2: Develop communication plan to promote definition of and importance of *quality* early childhood programs and services

<p>Activity Description: Spark NH Communications and Public Awareness Committee will develop a plan to promote the shared definition of quality and promote its consistent use across sectors in order to increase awareness of quality early childhood programs and services that already exist and the need for sufficient and strong quality programs and services throughout the state.</p> <p>Estimated Start Date/Duration: Nov. 2013/ongoing</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Examine and analyze the shared definition of quality developed by the Quality Committee 2. Develop a communications plan for advocates and stakeholders around messaging quality 3. Develop messaging around quality (coordinated with “Bedrock” messaging on early childhood) 4. Ensure that the state agencies that oversee early childhood programs/services can offer advice and support about quality. 5. Create business group that supports quality programs 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Communication plan created to promote the shared definition of quality ▪ State agencies support it ▪ Business groups support it ▪ Early childhood stakeholders support it (e.g., administrators, practitioners, trainers) 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Communication Plan ▪ Formal memoranda of understanding (MOUs) or other documentation of agreements between stakeholders re: implementation of messaging about quality <ul style="list-style-type: none"> ○ MOUs/documentated support from state agencies ○ MOUs/documentated support from business groups ○ MOUs with/ agreement from program administrators, pediatricians, child care providers, parent educators to provide messages about quality programs and practices
<p>Relationship to Other Activities: The common messages about early childhood (CPA1), the shared definition of quality (Q1), as well as identified effective early childhood policies and practices (P1) will form the basis of the communication plan. The organization and content of the plan will be taken into account in the development of communication mechanisms (CPA4) and will guide the provision of consistent messages to the public, key constituents, and the early childhood workforce (CPA5).</p>	

Activity CPA3: Develop communication plan and materials to promote the need for sustainable, comprehensive system

<p>Activity Description: Spark NH Communications and Public Awareness Committee will develop a plan and materials to promote the need for a comprehensive, coordinated system of early childhood programs and services.</p> <p>Estimated Start Date/Duration: November 2013 through November 2014</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Create messaging and materials about the need for a coordinated system. 2. Develop a plan for communicating messages about the need for a comprehensive system to target audiences. 3. Deliver messages created by Spark NH around need for comprehensive/coordinated system. 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Messaging that is clear and user friendly is created ▪ Messaging is available in a variety of formats. ▪ Communication plan created to promote it 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Messaging documented ▪ Communications Plan ▪ MOUs/support from state agencies and business groups

<ul style="list-style-type: none"> ▪ State agencies support it ▪ Business groups support it 	
<p>Relationship to Other Activities: The development of this plan and materials is influenced by messaging on the importance of early childhood (CPA1) although it focuses primarily on the system of early childhood programs and services. The communication plan can be created once effective policies and practices are identified and policy recommendations are made (P1). Similar to the other communication plan on the importance of early childhood, this plan will also influence the type of communication mechanisms to be used (CPA4) and the provision of public awareness messages (CPA5).</p>	

Activity CPA4: Develop communication mechanisms within the early childhood system

<p>Activity Description: A range of mechanisms will be needed to carry out the two communication plans so that consistent messages about the key topics get disseminated in a timely way to a variety of audiences.</p>	
<p>Estimated Start Date/Duration: October 2014 through October 2015/ongoing</p>	
<p>Steps:</p> <ol style="list-style-type: none"> 1. Develop an infrastructure to convene cross-sector communication including website, social media, etc. 2. Create consensus among advocates and other stakeholders about a comprehensive messaging and communications strategy 3. Create MOUs and other coordination agreements about communication across systems. 4. Create recommendations to publicize existing programs and services that serve expectant parents as well as children from birth through grade 3 and their families. <ol style="list-style-type: none"> a. Research best practices – relative to other states and within the state of NH b. Bring existing stakeholders to the table to discuss, including DOE, DHHS, 211/ United Way, EC professionals – public/ private c. Create a timeline d. Make recommendations 5. Develop a method for tracking and evaluation of public awareness and messages to the workforce and other stakeholders. 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Elements of an electronic infrastructure (e.g., Website, social media) created that are accessible and maintained ▪ Newsletters, regular communication channels built into work routines, training opportunities ▪ Consensus established and MOUs developed ▪ Publicity plan for existing programs and services created ▪ Agreement among advocates, early childhood professionals from different sectors and levels of the system, and other stakeholders re: a comprehensive messaging and communications strategy • Advocacy organizations are aligned around the messaging • A workable system of tracking the dissemination of messages is created. 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Existence of infrastructure ▪ Existence of communication channels ▪ Formal MOUS or other documentation of agreements between stakeholders re: implementation of communication plans ▪ Publicity plan exists ▪ Those who interact with parents agree to talk with parents about early childhood messaging ▪ Increased capacity of stakeholders to act as spokespersons and “own” campaign ▪ Key partner organizations implement early childhood messaging (both advocacy orgs and those who interact with parents) ▪ Thought leaders and decision-makers (editorial journalists, media, elected officials, business leaders, candidates, etc.) reference early childhood messaging ▪ Tracking system exists
<p>Relationship to Other Activities: This activity will benefit from stakeholder engagement (G2) and the creation of meaningful partnerships (P2) and will be informed by the two communication plans (CPA2, CPA3). Making use of a variety of communication mechanisms will enhance the success of broadly disseminating the important messages (CPA5)</p>	

Activity CPA 5. Provide the public and early childhood workforce with messages related to the importance of early childhood development, quality programs and practices, and a comprehensive system.

Activity Description: The Spark NH Communications and Public Awareness Committee will encourage everyone involved in the early childhood system to use consistent messaging about the importance of early child development, quality programs and practices, and a comprehensive system. This activity is intended to increase awareness and promote changes in the system that result in improved outcomes for children and families.

Estimated Start Date/Duration: January 2014/ongoing.

Steps:

1. Use common language and disseminate messages/materials developed by Spark NH to promote a public education/marketing campaign for all levels of the system, including policy makers, employers, regional, district and local entities, parents and families, and the general public.
2. Provide materials to those who interact with families so they will use available resources to publicize the importance of early childhood development and a comprehensive, coordinated Early Childhood system
3. Disseminate and train stakeholders on use of messaging tools and resources.

Benchmarks:

- Materials disseminated
- Trainings conducted on messages

Long-term

- Increased awareness of why the early years are important
- Increased public support for policies, quality programs and investments that support young children and their families
- Leaders and elected officials demonstrate increased commitment to policies, programs, investments that support young children and their families

Data Sources for Evaluating Benchmarks:

- Tracking data on the number and/or type of organizations using Spark NH’s materials, including measures that describe the reach/penetration/ saturation of the messaging.
 - Public presentations reference/echo key messages [overall #s of presentations, well-timed presentations, key presenters]
 - The # or type of organizations whose website content, newsletters, communications reference early childhood messaging
 - The “usual allies” are all using messaging/materials consistently
 - # or type of thought leaders/decision-makers using Spark NH materials
 - Editorials/media reference early childhood messaging or Spark materials
- Emergence of/acceptance of a lead organization that agrees to “own” campaign to ensure sustainability
- Trainings documented

Long term

- Percent of key audiences able to recall hearing/reading something about the importance of the early years
- Percent of key audiences believing in the importance of early childhood and investments that support children in the early years
- Percent of key audiences who prioritize investments in the early years
- Endorsement of Early Learning, Chamber of Commerce adopts Early Learning statement
- # of organizations that take Ready Nation pledge

	<ul style="list-style-type: none"> ○ # of local initiatives begun to address community needs around early childhood ○ Administrative changes within or across departments that serve children are made toward improving the healthy development of children ○ Better coordination and collection of meaningful data that can be used to improve understanding of, support and services regarding the developmental needs of young children ○ Changes in IHE curricula to reflect messaging ○ Systemic changes that improve access, quality and sustainability
<p>Relationship to Other Activities: Common messages (CPA1), sound communication plans (CPA2, CPA3) and viable communication mechanisms (CPA4) are critical to providing consistent messages. Once the integrated data system is established (D1), valid and reliable data (about the need for additional services, the quality of existing programs/services, child and family outcomes, and the degree to which services are coordinated) will inform the provision of messages to the public and early childhood workforce. As a result of the dissemination of messages, the state can expect increased public support for policies, programs and investments that support young children and their families (F4), increased funding for evidence-based practices (F1) and increased investment and commitment for professional development (WFPD5). Messaging tools and resources will also be supportive of the sustainability initiative (F3) and useful in professional development and training opportunities (WFPD6).</p>	

POLICY

List of Activities

- P1. Identify and promote effective early childhood policies (including *the Birth through Age Eight State Policy Framework*) and practices.
- P2. Develop and maintain meaningful partnerships

Multi-Level Intended Outcomes

Families: Will be supported by policies and programs that ensure that they and their young children are healthy, learning and thriving.

Practice Level: Providers will be supported by policies that allow them to deliver services using best practices so that young children and families are healthy, learning and thriving.

Local/ Regional: Local and regional entities will be supported by policies that enable them to support providers and effective programs and services for young children and families

Professional Development Providers: Professional development providers will be governed by polices that require them to offer competency-based education, training and support to the early childhood workforce.

State Administration: The State will implement policies that support access to quality programs and services needed by young children and their families to be healthy, learning and thriving.

Activity P1: Identify and promote effective early childhood policies (including *the Birth through Age Eight State Policy Framework*) and practices.

Activity Description: Spark NH will identify and promote policies that improve outcomes for young children and their families. Policies will create opportunities for early childhood programs and services at the state and local levels to collaborate, avoid duplication, leverage funds, and embrace comprehensive issues. The policy work will be guided by the *Birth through Age Eight State Policy Framework* of the Alliance for Early Success. (See Addendum A). The *Framework* outlines nationally-recognized, evidence-based and innovative best practice policy options.

Start Date/Duration: October 2013 through June 2014 and ongoing.

Steps:

1. Inventory and identify evidence-based best practices in the field across sectors in order to improve the comprehensive, coordinated early childhood system
2. Analyze evidence-based best practices in early childhood systems to measure against as guidelines
3. Perform a policy scan alignment of NH policies relative to identified evidence-based best practices
4. Use the periodic Early Childhood Needs Assessment to drive policy work
5. Conduct a review and cross-walk of current statewide, regional and local early childhood plans. See Addendum B for list of plans reviewed to ground and inform this plan.
6. Create early childhood policy recommendations based on review of these plans and the policy scan and communicate these to relevant groups and committees.
7. Promote effective policies to facilitate collaboration, avoid duplication, leverage funds, and embrace comprehensive issues
8. Steps to be repeated every two years

Benchmarks:

- Best practices and policies identified
- Policy scan completed
- State, regional and local plans reviewed
- Recommendations made
- Policies promoted

Data Sources for Evaluating Benchmarks:

- List of best practices compiled
- Policy scan document created
- Crosswalk document of current plans
- Written recommendations

Relationship to Other Activities: All other functional areas may be inputs for policy change recommendations. Once policy recommendations are made, a communications strategy should be created by the Communication and Public Awareness Committee (CPA3). Policy is informed by stakeholder engagement (G2), meaningful partnerships (P2), a shared definition of quality (Q1), and the integrated cross-sector longitudinal data system (D1). Effective early childhood policies and practices inform and enhance the evaluation plan (G4), legislative and policy barriers to data access (D3), and support the communication plan which both promotes the definition and importance of quality early childhood programs and services (CPA2) and the need for a sustainable, comprehensive system (CPA3).

Activity P2: Develop and maintain meaningful partnerships

Activity Description: Ensure relevant policy development by enacting continuous meaningful partnerships with all stakeholders that reflect shared commitment to improving outcomes for young children and their families.

Start Date/Duration: November 2013 through April 2015 and ongoing.

Steps:

1. Identify and include stakeholders for specific policy development and determine effective ways to involve all, with particular emphasis on methods for involving families with young children.
2. Create a system to ensure ongoing engagement of these partners in policy development (e.g., communication among Spark NH committees, representation within the committees)

Benchmarks:

- Stakeholders identified
- Partnerships created with stakeholders
- Stakeholders participate in policy development

Data Sources for Evaluating Benchmarks:

- Lists generated
- MOUs, regular joint meetings held
- Attendance at policy creation meetings

Relationship to Other Activities: The development of meaningful partnerships helps strengthen the leadership infrastructure (G1), and is supported by the plan for stakeholder engagement (G2). Meaningful partnerships influence the establishment of a common set of core competencies for all early childhood professionals (WFPD3) and ultimately the implementation of the professional development system (WFPD6). Meaningful partnerships will aid the development of communication mechanisms within the early childhood system (CPA4), development of the early childhood funding and sustainability initiative (F2), secure sufficient private/public funding for the early childhood system (F4), and facilitate state and local collaboration to implement quality standards and practices (Q3). And importantly, these partnerships will promote effective early childhood policies and practices (P1).

List of Activities

- Q1. Develop and promote a shared definition of quality
- Q2. Review, revise (if necessary), and promote quality standards across health, family support and early learning
- Q3. Facilitate state and local collaboration to implement quality standards and practices
- Q4. Collaborate across sectors for timely identification of child and family needs and provision of quality practices

Multi-Level Intended Outcomes

Families: Families will have timely access to information, resources, services and programs that are of high quality and that meet their needs.

Practice Level: Local providers will adopt the shared definition of quality and apply quality standards in their work, including evidence based practices for timely identification of child and family needs.

Local/ Regional Administration: Local and regional administrators will collaborate across sectors to identify child and family needs, provide information, resources and services in a timely manner, and implement quality standards for programs and practices.

Professional Development Providers: Professional development providers will include cross-sector quality standards and evidence based protocols and approaches in their training and technical assistance to the field.

State Administration: State agencies will incorporate the shared definition of quality programs and services into the development of cross-sector policies and quality standards.

Activity Q1. Develop and promote a shared definition of quality

Activity Description: Develop and promote the adoption of a shared definition of quality programs and services to be used across health, family support and early learning.

Estimated Start Date/Duration: June 2013/ongoing.

Steps:

- 1. Support the Quality Rating and Improvement System (QRIS) Task Force to promote its definition of quality among early childhood programs.
- 2. Include the quality definition in multiple venues (e.g., statewide forums, meetings, etc.).
- 3. Include this definition in public awareness materials.
- 4. Include the definition in training and technical assistance to local programs on the standards and practices.
- 5. Develop/adapt/adopt materials for families and providers that explain the characteristics of quality programs and services.
- 6. Include a question about quality in agencies' evaluations of services.

Benchmarks:

- A clear, concise definition is written and agreed upon by representatives of all sectors at the state level (i.e., the state's Early Childhood Advisory Council Spark NH)
- Constituent groups at all levels of the system use the definition of quality in their work.

Data Sources for Evaluating Benchmarks:

- Completed, written definition
- Minutes of Council meeting document approval/ acceptance.
- Policies, interagency agreements, training curricula, public awareness materials include relevant elements of the definition.
- Evaluation findings show that families and service providers understand the definition of quality.

Relationship to Other Activities: The agreed-upon definition will be informed by stakeholder input (G2). The definition will provide the basis for the communication plan for promoting the definition and importance of quality EC programs and services (CPA2). It will be important in the review/revision of quality standards (Q2) and will inform the provision of practices/services that are timely and high quality (Q4). The shared definition of quality can be used in a wide range of cross-sector work and activities and has implications for: effective early childhood policies (P1), the monitoring process (G3), the evaluation plan (G4), common core competencies (WFPD3), the cross-sector data system (D1), and funding evidence-based practices (F1).

Activity Q2. Review, revise (if necessary), and promote quality standards across health, family support and early learning

<p>Activity Description: Spark NH will facilitate the review and revision (if necessary) and promote quality standards.</p> <p>Estimated Start Date/Duration: September 2013 through March 2014/ongoing</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Identify all existing sets of standards, review them for consistency, revise if necessary, and identify and fill gaps to ensure that all important areas are covered. 2. Raise public awareness of established state and national standards for health, family support and early learning. 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Agreement is reached at the state level regarding quality standards and practices (QSP) across health, family support and early learning. ▪ Statewide forum(s) are held ▪ DHHS and DOE public awareness materials for families, providers, policy makers and others regarding QSP include the following: importance of QSP; the QSP; and benefits of adopting the QSP. 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Written description of the agreement; minutes from collaborative meetings show agreement ▪ Sign-in sheets and minutes from forums ▪ Public awareness materials ▪ Agendas, completed evaluation forms, sign-in sheets for training and technical assistance events
<p>Relationship to Other Activities: This activity will be informed by the shared definition of quality (Q1). It provides the foundation for state and local implementation of the quality standards (Q3) and the provision of practices that are timely and of high quality (Q4). Quality standards may also influence the development of the monitoring process (G3), the selection of data elements for the cross-sector data system (D1), and funding of evidence-based practices (F1).</p>	

Activity Q3. Facilitate state and local collaboration to implement quality standards and practices

<p>Activity Description: Spark NH will facilitate state and local collaboration on quality standards and practices across health, family support and early learning</p> <p>Estimated Start Date/Duration: March 2014 through June 2014/ ongoing</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Promote local adoption of state quality standards and practices for health, family support and early learning (e.g., Kindergarten Readiness Indicators, Early Learning Standards, QRIS, Child Care Licensing Standards, Common Core, Home Visiting, Child Nutrition, Family-Centered Early Supports and Services). <ol style="list-style-type: none"> a. Hold or collaborate to hold statewide forums b. Include this information in public awareness materials c. Provide technical assistance to local programs on the standards and practices 2. Raise public awareness of established state and national standards for health, family support and early learning. 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Agreement is reached at the state level regarding quality standards and practices (QSP) across health, family support and early learning. ▪ Statewide forum(s) are held ▪ DHHS and DOE public awareness materials for families, providers, policy makers and others regarding QSP include the following: importance of QSP; the QSP; and benefits of adopting the QSP. 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Written description of the agreement; minutes from collaborative meetings show agreement ▪ Sign-in sheets and minutes from forums ▪ Public awareness materials ▪ Agendas, completed evaluation forms, sign-in sheets for training and technical assistance events

Relationship to Other Activities: This activity will make use of the quality standards endorsed across health, family support, and early learning (Q2) and will be facilitated by meaningful partnerships (P2). The implementation of the standards will have direct impact on timely identification of child and family needs and the provision of quality practices (Q4).

Activity Q4. Collaborate across sectors for timely identification of child and family needs and provision of quality practices

Activity Description: State and local agencies and programs that work with young children and their families will engage in cross-sector collaboration so that families can access the information, resources, services and referrals to supports and services they need in a timely way.

Estimated Start Date/Duration: June 2014/ ongoing

Steps:

1. Share Child/Family Data Information with family permission so that state and local agencies and programs will reduce redundancy, promote continuity of care/services and increase access for families by sharing data and information about young children and their families.
 - a. Explore the feasibility of shared intake and consent forms used by multiple programs
 - b. Share results of family/child assessments with permission to improve services and reduce redundancy
 - c. Maximize the use of technology to enroll families/children in programs, etc.
 - d. Promote understanding of each other's eligibility and service requirements
2. Support programs to engage in quality early identification screening and referral activities.
 - a. Expand state developmental screening, early identification and referral system
 - b. Explore ways of connecting screening of young children and their families (e.g., maternal depression screening, lead poisoning screening, etc.)
3. Develop Memorandum of Understanding (MOU) templates to facilitate sharing of data, information, resources; as well as promote compatible policies and practices.
4. Support community planners (school board, town officials, etc.) to enter into local agreements concerning timely identification of child and family needs

Benchmarks:

- Information shared between agencies
- Early identification and screening and referral occurs
- MOU templates created
- Local agreements created

Data Sources for Evaluating Benchmarks:

- MOUs, Release forms
- Screening documents, referral documents, MOUS
- MOU templates
- Agreement documents

Relationship to Other Activities: All other activities relating to quality [definition of quality (Q1), quality standards (Q2), and collaborative use of standards (Q3)] directly relate to the success of this activity. Similarly, a number of other activities influence timely identification of child and family needs and provision of quality services, such as cross-sector professional development opportunities (WFPD6), communication mechanisms within the early childhood system (CPA4), coordination of resources and funding (F2), and sufficient funding (F4). The cross-sector integrated longitudinal data system (D1) and collection and use of reliable and valid data (D2) will make it possible for administrators and professionals to reduce redundancy and promote continuity of care/services.

List of Activities

- F1. Fund Evidence-Based Practices
- F2. Explore, Prioritize/Realign and Coordinate Resources and Funding
- F3. Create an Early Childhood Funding and Sustainability Initiative
- F4. Secure Sufficient Private/Public Funding for the Early Childhood System

Multi-Level Intended Outcomes

Families: Families will have access to effective programs and services provided by qualified personnel.

Providers/professionals: Providers/practitioners will have stable employment and will be well compensated for providing effective programs and services.

Local/Regional (program) administrators: Local/region administrators will work collaboratively to assure sufficient funding to provide effective programs and services.

Professional Development/Technical Assistance: Professional Development/ Technical Assistance providers have the resources for ongoing, competency-based, effective, stimulating adult learning with opportunities for continuous improvement process.

State administrators: will have adequate and consistent funding for creating and maintaining a sustainable system that supports support quality and equity.

Activity F1: Fund Evidence-Based Practices

Activity Description: The early childhood funding and sustainability group will work with agencies and organizations to ensure that funding is linked to evidence-based policies and practices and to ensure measureable positive outcomes for children and families.

Start Date/Duration: February 2014 through January 2016/ongoing

Steps:

1. Research evidence-based funding policies and practices
2. Make recommendations for changes in policy
3. Work to implement these policies
4. Establish ways of measuring the outcomes of the policies

Benchmarks:

- Evidence-based practices researched
- Policies recommendations made
- Policies recommendations implemented
- Outcomes measured

Data Sources for Evaluating Benchmarks:

- Research document created
- Policy recommendations written
- Changes in policy
- Positive outcomes for children

Relationship to Other Activities: Funding for evidence-based practice is contingent upon the alignment, prioritization, and coordination of resource and funding (F2), having a functioning early childhood and sustainability initiative (F3), and sufficient private/public funding for the early childhood system (F4). A shared definition of quality (Q1), quality standards across health, family support, and early learning (Q2), as well as, messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system (CPA5) and the implementation of integrated a cross-sector longitudinal data system (D1), also support the funding of evidence-based practices. Monitoring process to build, maintain, and sustain comprehensive plan (G3) and an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness (G4) are also essential components to funding evidence-based practices.

Activity F2: Explore, Prioritize/Realign and Coordinate Resources and Funding

Activity Description: Early Childhood programs and services will better align funding and will create means for collaborative funding for efficiency, to promote innovation and so effective programs and services are available for young children and families.

Start Date/Duration: February 2014 through January 2016/ongoing

Steps:

1. Examine and analyze use of funds and determine priorities for leveraging resources
2. Create crosswalk of program requirements in order to develop guidance for programs to overcome any realignment barriers; coordinate this work with the new funding and sustainability group.

<ol style="list-style-type: none"> 3. Collect recommendations from current early childhood plans to reduce realignment barriers. 4. Study current innovations to recommend replication or sustainability. 5. Conduct research on groups who routinely blend multiple funding streams. 6. Specifically address early childhood workforce compensation. 7. Convene relevant stakeholders to inform funding process. 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Use of funds analyzed ▪ Crosswalk of requirements created ▪ Recommendations, innovations and successful groups studied ▪ Workforce compensation addressed ▪ Specific recommendations are made to public agencies to <ul style="list-style-type: none"> • improve implementation and program guidance based on identified program challenges in blending/braiding funding • support and maintain recommended innovations. ▪ Tool kit is created to inform EC programs about how to navigate and leverage potential funding opportunities using braiding and/or blending in order to improve quality and access to EC programs and services. 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Document on use of funds ▪ Crosswalk document ▪ List of plans ▪ Toolkit document
<p>Relationship to Other Activities: This activity is informed by the development and maintenance of meaningful partnerships (P2) and work related to creating an early childhood funding and sustainability initiative (F3). This activity of prioritizing, aligning and coordinating resources and funding is related to the development of a shared definition of quality (Q4) and the funding of evidenced-based practices (F1).</p>	

Activity F3: Create an Early Childhood Funding and Sustainability Initiative

<p>Activity Description: Spark NH will facilitate the creation of an early childhood funding and sustainability group to determine how to structure early childhood funding to assure: sustainable access to high quality programs and services to ensure that young children and families in NH are healthy, learning and thriving.</p> <p>Start Date/Duration: January 2015/ongoing</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Spark NH will facilitate the creation of a group with identified members and coordinated meetings. 2. Identify and secure resources to hire a facilitator of this committee. 3. Group will determine how to increase and sustain funding for the comprehensive early childhood system 	
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Group created ▪ Group makes recommendations/ progress toward funding for a sustained EC system 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Members identified and invited ▪ Meetings held ▪ Recommendations document created
<p>Relationship to Other Activities: An early childhood funding and sustainability initiative is influenced by having components in place: a strong the leadership infrastructure(G1), messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system (CPA5), and an established common set of core competencies for all early childhood professionals (WFPD3). In turn, the early childhood funding and sustainability initiative informs the funding of evidence-based practice (F1), the prioritization, alignment and coordination of resources and funding (F2), and the ability to secure sufficient private/public funding for the early childhood system (F4). Such an initiative also facilitates state and local collaboration to implement quality standards and practices (Q4) and the development of essential professional development policy areas (WFPD5)</p>	

Activity F4: Secure Sufficient Private/Public Funding for the Early Childhood System

<p>Activity Description: The new early childhood funding and sustainability group will identify funding sources and coordinate efforts to secure public and private funding to build and ensure a strong ongoing comprehensive early childhood system, programs and services.</p>
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Start Date/Duration: January 2016 through June 2016/ongoing

Steps:

1. Communicate with potential funders the purpose of the funding, how it will be used, and what it will accomplish.
2. Communicate with community planners/local government/policy makers/school boards so that they understand the importance of funding EC starting prenatal/birth (through life span) and work with local funders and businesses to promote EC.
3. Work to position NH to be eligible for competitive federal funding opportunities.
4. Secure diverse funding and additional partners (such as, Department of Labor, Dept. of Resource and Economic Develop, Employment Security, philanthropic and business sectors, NH Job Training Fund)

Benchmarks:

- Funding and sustainability group communicated with potential funders
- Communicated with community planners/ local government/ policymakers/ school board

Data Sources for Evaluating Benchmarks:

- Documents recording communication
- Above people understand the importance of funding the EC system

Relationship to Other Activities: Securing sufficient private/public funds for the early childhood system is built upon having a strong leadership infrastructure (G1) , developing and maintain meaningful partnerships (P2), establishing a communication plan to promote definition and importance of quality EC programs and services (CPA5), having an integrated cross-sector longitudinal data system (D1), creating an early childhood funding and sustainability initiative (F3), and building investment & commitment to early childhood professional development (WFPD5). Once funding is secured for the system, evidence-based practices can be funded (F1), collaboration is possible across sectors for timely identification of child & family needs and provision of quality practices (Q4), and a professional development system is able to be implemented (WFPD6).

List of Activities

- D1. Develop and implement an integrated cross-sector longitudinal data system
- D2. Develop procedures and training on data collection and use
- D3. Address legislative and policy barriers to data access

Multi-Level Intended Outcomes

Families: Families will have useful information to help them understand their options and inform their choices about programs and services that will meet their needs and improve outcomes for their children.

Providers/professionals: Providers will be able to use data to inform decisions for improving practices, targeting needs, and individualizing services.

Local (program) administrators: Local administrators will be able to use data to apply for funds and improve the quality and access.

Professional development/TA: Professional development providers will use data to tailor and target cross-sector offerings to address gaps and/or weaknesses in the early childhood system.

State administrators: State administrators and decision-makers will make data-based decisions to develop policy and dedicate resources for greatest impact on child and family outcomes.

Activity D1: Develop and implement an integrated cross-sector longitudinal data system

Activity Description: Spark NH will coordinate efforts to achieve cross-sector early childhood data reporting with the goal of integrating early childhood data systems to measure across sectors and longitudinally the success of the NH early childhood comprehensive system and whether young children and their families are healthy, learning and thriving.

Data produced by the integrated data system will be informed by governance priorities (G2, G3, G4) and common core competencies (WFPD3). The data system will be used to inform policy decisions (P1), inform funding foci (F1, F4), shape public awareness messages (CPA1), improve professional development activities (WFPD3, WFPD5, WFPD6) and ultimately the quality of programs and services (Q2, Q4) and outcomes for children and families.

Informed by D3, G2, G3, G4, WFPD3, and Q2. Informs D2, P1, F1, F4, CPA5, Q4, WFPD5, and WFPD6.

Estimated Start Date/Duration: July 2013 through July 2016/ongoing

Steps:

1. Spark NH will hire a consultant to identify and assess the utility of existing data systems and opportunities to integrate data and will create a blueprint for the development of an integrated data system.
2. Incorporate common data elements into existing data systems and plans.
3. Facilitate the development of common definitions, rationale, protocol for data collection, anticipated utilization, and a review protocol for immediate access across systems and to reduce burden and duplicated data collection at all levels (i.e., families, professionals, administrators).

Benchmarks:

- Hire consultant
- Existing data systems assessed
- Report created
- Agreed upon common data elements and/or definitions
- Recommendations made

Data Sources for Evaluating Benchmarks:

- Consultant hired
- Report
- Report/matrix/crosswalk showing comparison of data elements and capabilities across data systems
- List of common data standards and elements
- Written protocols that reflect recommendations

Relationship to Other Activities: In order to develop a functioning statewide data system (D1), legislative and policy barriers will need to be addressed (D3). To ensure quality data, those collecting and reporting data will need to be trained (D2).

Activity D2: Develop procedures and training on data collection and use

Activity Description: Spark NH will facilitate the development of procedures and training on collecting valid and reliable data and how to interpret and use data for decision-making at the state and local levels.

Estimated Start Date/Duration: November 2013 through November 2016 /ongoing

Steps:

1. Identify what data needs to be shared and with whom as well as who has access.
2. Make recommendations about how best to share data to help inform early childhood work.
3. Create benchmarks/ measures to determine the effectiveness of data sharing, access and use.

Benchmarks:

- Data that needs to be shared is identified
- Recommendations made/ implemented
- Benchmarks created

Data Sources for Evaluating Benchmarks:

- Data list
- Tracking documents
- Recommendations document
- Benchmarks documents

Relationship to Other Activities: The work of developing an evaluation plan to measure outcomes of the early childhood system (G4) will drive training on data collection and use (D2) which will be part of statewide professional development activities (WFPD6) and will prepare local administrators and practitioners to use data for program improvement (Q4). Once the data system is in place, all levels of the system will have information about the effectiveness of the early childhood system and the programs within it.

Activity D3: Address legislative and policy barriers to data access

Activity Description: Spark NH will coordinate with early childhood programs and services and policymakers to identify and address legislative and policy barriers to accessible and meaningful early childhood data while maintaining confidentiality.

Estimated Start Date/Duration: January 2014 through January 2017

Steps:

1. Hire a consultant to conduct a data policy audit that is driven by an analysis of existing policies across sectors.
2. Once the barriers have been identified, the consultant makes recommendations to overcome them.
3. Make use of national resources such as Early Childhood Quality Campaign, Early Childhood Data Collaborative (ECDC) and IDEA Center on Early Childhood Data Systems (DaSy) as well as lessons learned by other states.
4. Implement feasible recommendations for policy, rule and regulation changes, including cooperative agreements to facilitate data sharing and linking data across systems/service sectors and levels.

Benchmarks:

- Hire consultant
- Data policy audit conducted
- Contact made with national resources
- Recommendations made

Data Sources for Evaluating Benchmarks:

- Consultant hired
- Report based on data policy audit
- TA resources/materials received
- New or revised policies, regulations, cooperative agreements

Relationship to Other Activities: The policy audit (P1) will supply needed information for understanding the current status of data governance and data system capabilities. Addressing legislative and policy barriers to data access will enable the development and strengthen the integrated cross-sector longitudinal data system (D1).

Workforce & Professional Development

List of Activities

- WFPD 1. Establish guiding principles on which to build a cross-sector, comprehensive professional development system
- WFPD 2. Research evidence based practices for professional development
- WFPD 3. Establish common set of core competencies for all early childhood professionals
- WFPD 4. Develop essential professional development policy areas using the NAEYC's Policy Blueprint
- WFPD 5. Build investment and commitment to early childhood professional development
- WFPD 6. Implement the professional development system

Multi-Level Intended Outcomes

Families: Expectant families, children birth through grade 3 and their families will receive services from competent* professionals working for effective programs.

Providers/professionals: All professionals will receive effective pre-service and in-service professional development.

Local (program) administrators/director: All services and programs will have a competent workforce that provides effective services to expectant families, children birth through grade 3 and their families.

Professional Development/TA: Professional Development programs and staff will work within a cross-sector, comprehensive professional development system that provides clear policies and sufficient resources.

State administrators: State administrators and decision-makers will adopt and oversee the operation of a cross-sector, comprehensive professional development system that has sufficient funding and clear policies that result in a stable and competent workforce – a skilled cadre of effective, diverse, and adequately compensated professionals.

**Competent Professionals is defined as professionals who demonstrate achievement of the standards of their field as well as a set of core common competencies.*

Activity WFPD1: Establish guiding principles on which to build a cross-sector, comprehensive professional development system

Activity Description: Spark NH will develop guiding principles on which to build a cross-sector, comprehensive professional development system, including assuring it is informed by research and evidence-based practices.

Estimated Start Date/Duration: July 2013 through October 2013

Steps:

1. The Spark NH Workforce and Professional Development Committee (WFPD) will draft guiding principles
2. The WFPD produces the final guiding principles
3. The guiding principles are used in the development of the cross-sector, comprehensive professional development system

Benchmarks:

- Guiding principles document is finalized
- Guiding principles document is used in development of the cross-sector, comprehensive professional development system

Data Sources for Evaluating Benchmarks:

- Draft guiding principles document
- Final guiding principles document
- Analysis shows that the PD system reflects the guiding principles

Relationship to Other Activities: These newly developed guiding principles will take into account both an understanding of early childhood (CPA1) and the agreed-upon definition of quality (Q1). Once established they will guide the development of a common set of core competencies (WFPD3) and professional development policy (WFPD4). Additionally, they will help build investment and commitment to early childhood professional development (WFPD5) and will underscore the development and implementation of the professional development system (WFPD6).

Activity WFPD2: Research Evidence Based Practices for Professional Development

Activity Description: Spark NH will conduct research regarding effective pre-service and in-service evidence-based practices.

Estimated Start Date/Duration: October 2013 through March 2014

Steps:	
<ol style="list-style-type: none"> 1. WFPD will determine the scope for research and evidence-based practices including for which practices, settings and roles 2. WFPD develops or adapts a list of characteristics of an evidence-based practice 3. WFPD members report to WFPD meeting regarding the evidence-based practices they reviewed 4. WFPD Policy Leaders review the draft and return it to the WFPD 5. WFPD produces the final guiding principles 6. The evidence-based practices list is used in the development of the cross-sector, comprehensive professional development system 	
Benchmarks: <ul style="list-style-type: none"> ▪ Evidence-based practice list is finalized. ▪ Evidence-based practice list is used in development of the cross-sector, comprehensive professional development system 	Data Sources for Evaluating Benchmarks: <ul style="list-style-type: none"> ▪ Draft evidence-based practices list ▪ Final evidence-based practices list
Relationship to Other Activities: The findings of this key activity will inform the development of policy areas (WFPD4) as well as the development of the whole early childhood professional development.	

Activity WFPD3: Establish common set of core competencies for all early childhood professionals

Activity Description: Spark NH will establish shared Core Competencies that apply across all sectors of early childhood practitioners.	
Estimated Start Date/Duration: March 2014 through September 2015	
Steps:	
<ol style="list-style-type: none"> 1. WFPD aligns the current core competencies to begin determining the major categories of core competencies common across sectors 2. WFPD drafts core competencies that are common all early childhood disciplines across sectors 3. WFPD convenes sub-committee to meet with discipline-specific representatives to develop 2nd draft of the common core competencies 4. WFPD sub-committee meets with specific certifying boards and other leaders to solicit feedback 5. WFPD develops final common core document and solicits approval across all early childhood disciplines across sectors 6. WFPD disseminates the final common core competencies and meets with professional development staff at higher education institutions and technical assistance programs to facilitate using the competencies in pre-service and in-service trainings across all sectors 	
Benchmarks: <ul style="list-style-type: none"> ▪ Common core competency draft ▪ Meetings with discipline-specific representatives, certifying boards and other leaders ▪ Professional development staff use the common core competencies in training 	Data Sources for Evaluating Benchmarks: <ul style="list-style-type: none"> ▪ Common core competency document ▪ Syllabi and training objectives cite the common core competencies as required material
Relationship to Other Activities: The core competencies will be informed by the guiding principles (WFPD1) and the definition of quality (Q1) and their development will be enhanced by meaningful partnerships (P2). They provide the foundation for professional development activities (WFPD6). They may also suggest key data elements to be included in the comprehensive data system (D1) and be an important factor in the funding and sustainability initiative (F3).	

Activity WFPD4: Develop essential professional development policy areas using the NAEYC's Policy Blueprint

Activity Description: Using "Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems (NAEYC's Policy Blueprint)" develop essential policy areas related to professional development. http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs.pdf
Estimated Start Date/Duration: July 2013 through January 2015

Steps:	
<ol style="list-style-type: none"> 1. WFPD Chairs invite six professionals to be Policy Leaders for the six policy areas 2. Policy Leaders meet monthly with their teams to develop professional development policies, which include the four key principles, for the cross-sector, comprehensive professional development system 3. Policy Leaders meet quarterly together to align polices, with the Policy Committee to update and seek feedback and with WFPD, which provides oversight 4. Policy Leaders provide policy drafts to WFPD, which reviews policies and seeks additional professional development and policy experts to review the draft 5. WFPD returns drafts to Policy Leaders, who work with their teams to create final policy documents 6. Policy documents are provided to the WFPD Policy and Executive Committees for input on dissemination and plans to implement the policies 	
Benchmarks:	Data Sources for Evaluating Benchmarks:
<ul style="list-style-type: none"> ▪ Policy documents created 	<ul style="list-style-type: none"> ▪ Policy documents in six policy areas, each including four key principles ▪ Policy implementation plans
<p>Relationship to Other Activities: The leadership infrastructure (G1) and stakeholder engagement (G2) have a role in supporting policy development, and once developed can inform the overall system evaluation plan (G4). Having a strong set of professional development policies will be important for building investment and commitment to professional development (WFPD5) and will guide the implementation of the professional development system (WFPD6).</p>	

Activity WFPD5: Build investment and commitment to early childhood professional development

Activity Description: Spark NH will build investment in and commitment to the cross-sector, comprehensive early childhood professional development system to assure that it is adequately financed and institutionalized through laws and administrative rules.	
Estimated Start Date/Duration: January 2015/ongoing	
Steps:	
<ol style="list-style-type: none"> 1. Once the common core competencies are complete, the WFPD will begin convening meetings with other Spark NH committees to develop a comprehensive plan to build investment in and commitment to the cross-sector, comprehensive professional development system 2. WFPD will identify and seek the resources needed to implement the plan 3. WFPD will engage institutions of higher education and community professional development /TA staff in implementing appropriate portions of the plan 4. WFPD will engage certifying boards and professional development leaders regarding buy-in for the system 5. WFPD will engage professional development/TA faculty and staff statewide regarding buy-in for the system 6. WFPD will engage providers, administrators and families regarding buy-in for the system 7. WFPD, in collaboration with the Executive Committee, Policy Committee, DHHS and NH Legislature, will draft legislation to institutionalize the early childhood professional development system 8. WFPD, in collaboration with the Executive Committee, Policy Committee, and DHHS will draft administrative rules for the early childhood professional development system 	
Benchmarks:	Data Sources for Evaluating Benchmarks:
<ul style="list-style-type: none"> ▪ Meetings with Spark NH committees ▪ Plan to build investment and commitment ▪ Resources to execute the plan ▪ Meetings with stakeholders 	<ul style="list-style-type: none"> ▪ Plan document for building investment and commitment ▪ Documents that cite resources identified ▪ Meeting agendas

Relationship to Other Activities: Investment and commitment to the cross-sector, comprehensive early childhood professional development system is supported by a number of other activities in the comprehensive plan, including a strong leadership infrastructure (G1), broad understanding of the importance of quality programs and competent professionals (CPA5), data about the workforce and child and family outcomes (D1), and the funding and sustainability initiative (F3). Related more specifically to the professional development system, broad agreement and understanding of the guiding principles (WFPD1) and strong, clear professional

development policies (WFPD4) will also provide support for garnering commitment and investment in the PD system. Such support may help secure private and public funding for the early childhood system (F4). And finally, support for PD will enhance the provision of professional development to all professionals working with young children and their families (WFPD6).

Activity WFPD6: Implement the professional development system

Activity Description: Spark NH will convene members of the early childhood professional system to align/coordinate cross-sector professional development opportunities that allow for shared experiences and promote practitioner teaming across sectors.

Estimated Start Date/Duration: January 2015/ongoing

Steps:

1. Assess readiness for change at the local, regional, state, higher education and system levels
2. Develop implementation plan and schedule for each level

<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Readiness for change assessment ▪ Implementation plan ▪ Implementation schedule 	<p>Data Sources for Evaluating Benchmarks:</p> <ul style="list-style-type: none"> ▪ Assessment document ▪ Plan ▪ Schedule
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Relationship to Other Activities: The primary outcome of this activity is for professionals to collaborate across sectors for timely identification of child and family needs and the provision of quality practices (Q4). Earlier Work Force/Professional Development activities (WFPD 1, 3, 4, and 5) feed into the implementation of the PD system. Other activities contributing to a successful PD system are meaningful partnerships (P2), a communication plan that promotes an understanding of the need for a sustainable, comprehensive system (CPA3), and sufficient funding for the early childhood system (F4). Professional development opportunities will be shaped by data analysis (D1) and evaluation results (G4), and will include training on data collection and use (D2).

Timeline of Activities

#	Activity Title	May 2013	June 2013	July 2013	Aug. 2013	Sep. 2013	Oct. 2013	Nov. 2013	Dec. 2013	Jan. 2014	Feb. 2014	Mar. 2014	April 2014	May 2014	June 2014	July 2014	Aug. 2014	Sep. 2014	Oct. 2014	Nov. 2014	Dec. 2014	2015	2016	2017	2018	2019
G1	Strengthen the leadership infrastructure.																									
G2	Plan for stakeholder engagement.																									
G3	Develop [and] implement a monitoring process to build, maintain, and sustain comprehensive plan.																									
G4	Develop [and] implement an evaluation plan with clear benchmarks to measure outcomes for children and families and system effectiveness.																									
	Develop common messages and materials about the importance of early childhood ("Bedrock" messaging).																									
	Develop communication plan to promote definition and importance of quality EC programs and services.																									
	Develop communication plan and materials to promote the need for sustainable, comprehensive system.																									
	Develop communication mechanisms within the early childhood system.																									
	Provide the public and early childhood workforce messages related to the importance of EC development, quality programs & practices, and a comprehensive EC system.																									
P1	Identify and promote effective early childhood policies (including the Birth Through Age 8 State Policy Framework) and practices.																									
P2	Develop [and] maintain meaningful partnerships.																									
P3	Develop and promote a shared definition of quality.																									
P4	Review, revise (if necessary), and promote quality standards across health, family support, and early learning.																									
P5	Facilitate state and local collaboration to implement quality standards and practices.																									
P6	Collaborate across sectors for timely identification of child & family needs and provision of quality practices.																									
F1	Fund evidence-based practices.																									
F2	Explore, prioritize/realign, and coordinate resources and funding.																									
F3	Create an early childhood funding and sustainability initiative.																									
F4	Secure sufficient private/public funding for the early childhood system.																									
	Develop [and] implement integrated cross-sector longitudinal data system.																									
	Develop procedures and training on data collection and use.																									
	Address legislative and policy barriers to data access.																									
WFPD1	Establish guiding principles on which to build a cross-sector, comprehensive professional development system...																									
WFPD2	Research evidence-based practices for professional development.																									
WFPD3	Establish common set of core competencies for all early childhood professionals.																									
WFPD4	Develop essential professional development policy areas using the NAEYC's Policy Blueprint.																									
WFPD5	Build investment & commitment to early childhood professional development.																									
WFPD6	Implement the professional development system.																									

KEY: Function Areas: G = Governance; CPA = Communication & Public Awareness; P = Policy; Q = Quality; F = Funding; WFPD = Workforce/Professional Development
Solid color = Specific date; Light Patterned color = Ongoing

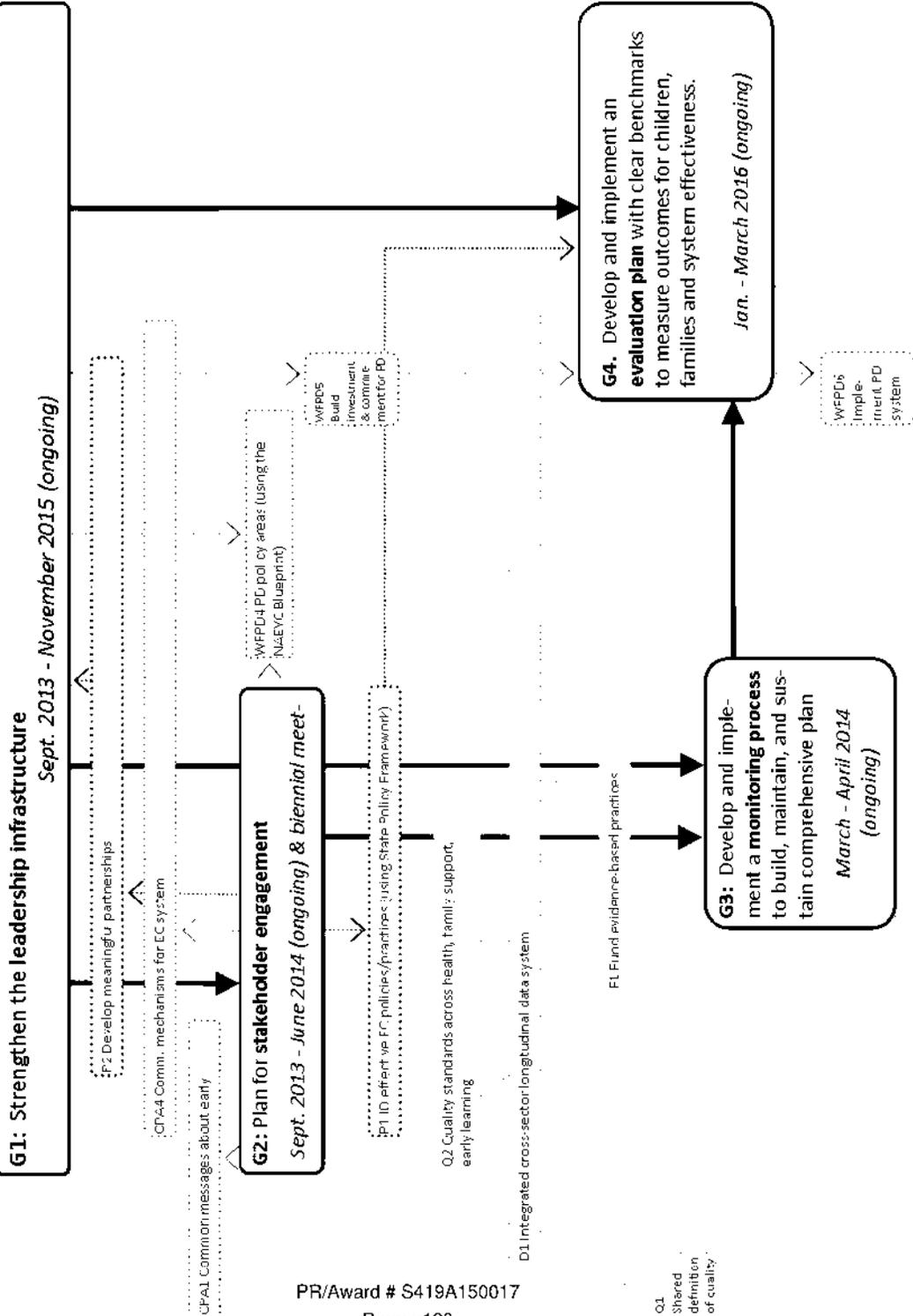
How It All Fits Together – Visual Depiction

GOVERNANCE

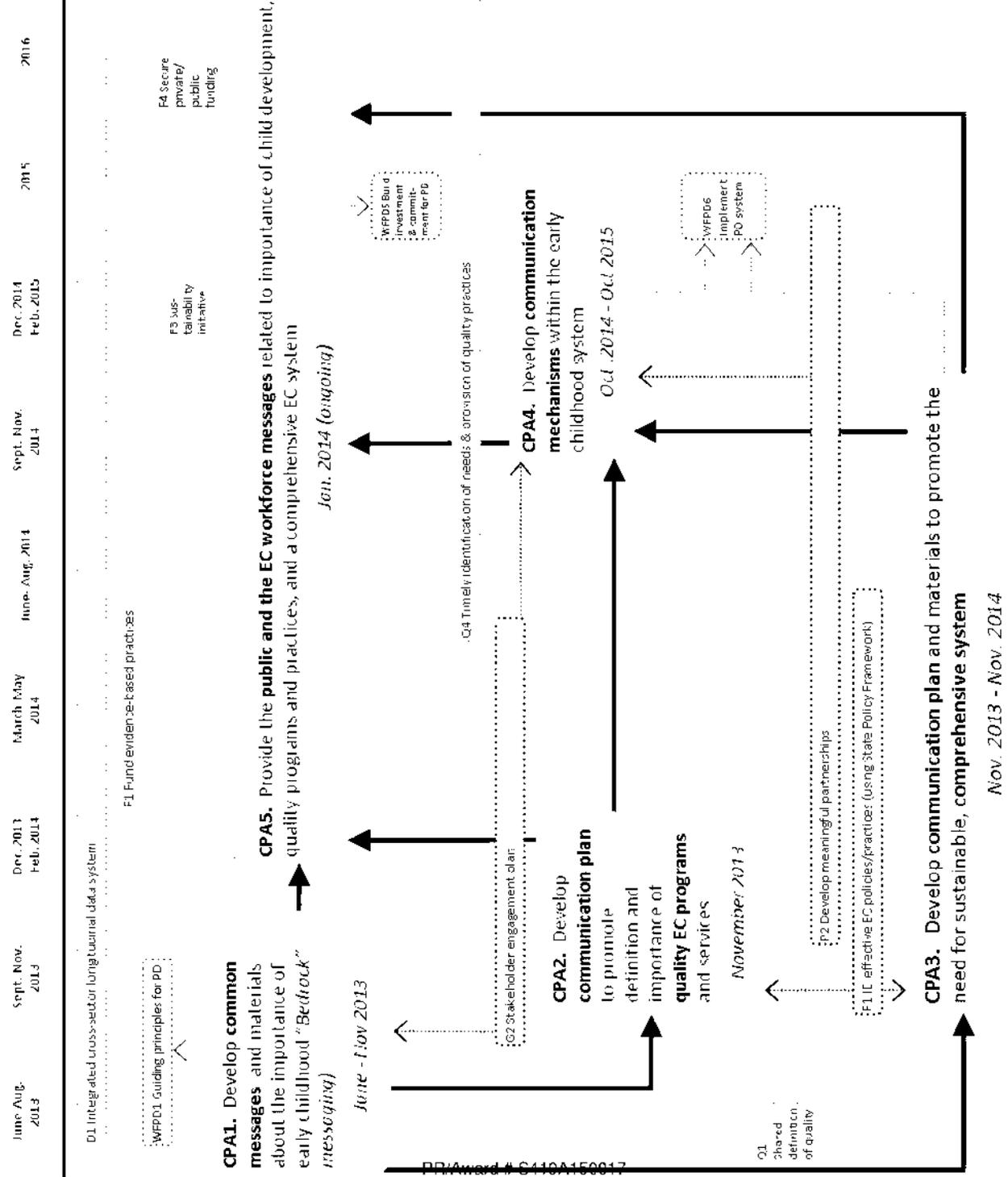
Multi-Level Intended Outcomes
<p>Families: Expectant families and families of young children will be included in planning, implementing and evaluating a comprehensive, coordinated system which will benefit them and will be held accountable to them.</p> <p>Providers/professionals: Providers will be supported by the system and held accountable for the effectiveness of their programs and services for expectant parents and young children and their families.</p> <p>Regional/Local administrators: Local administrators will benefit from the early childhood system support and will be held accountable for effective services to young children and their families.</p> <p>Professional development/IA: Professional development providers will use the plan to guide and support providers in tailoring their services according to goals and needs identified in the plan.</p> <p>State: State administrators will be guided by the strategic plan, provide oversight to its implementation, and feel accountable for its success.</p>

June-Aug. 2013 Sept.-Nov. 2013 Dec. 2013-Feb. 2014 March-May 2014 June-Aug. 2014 Sept.-Nov. 2014 2015 2016 2017

F3 Sus
tainability
initiative

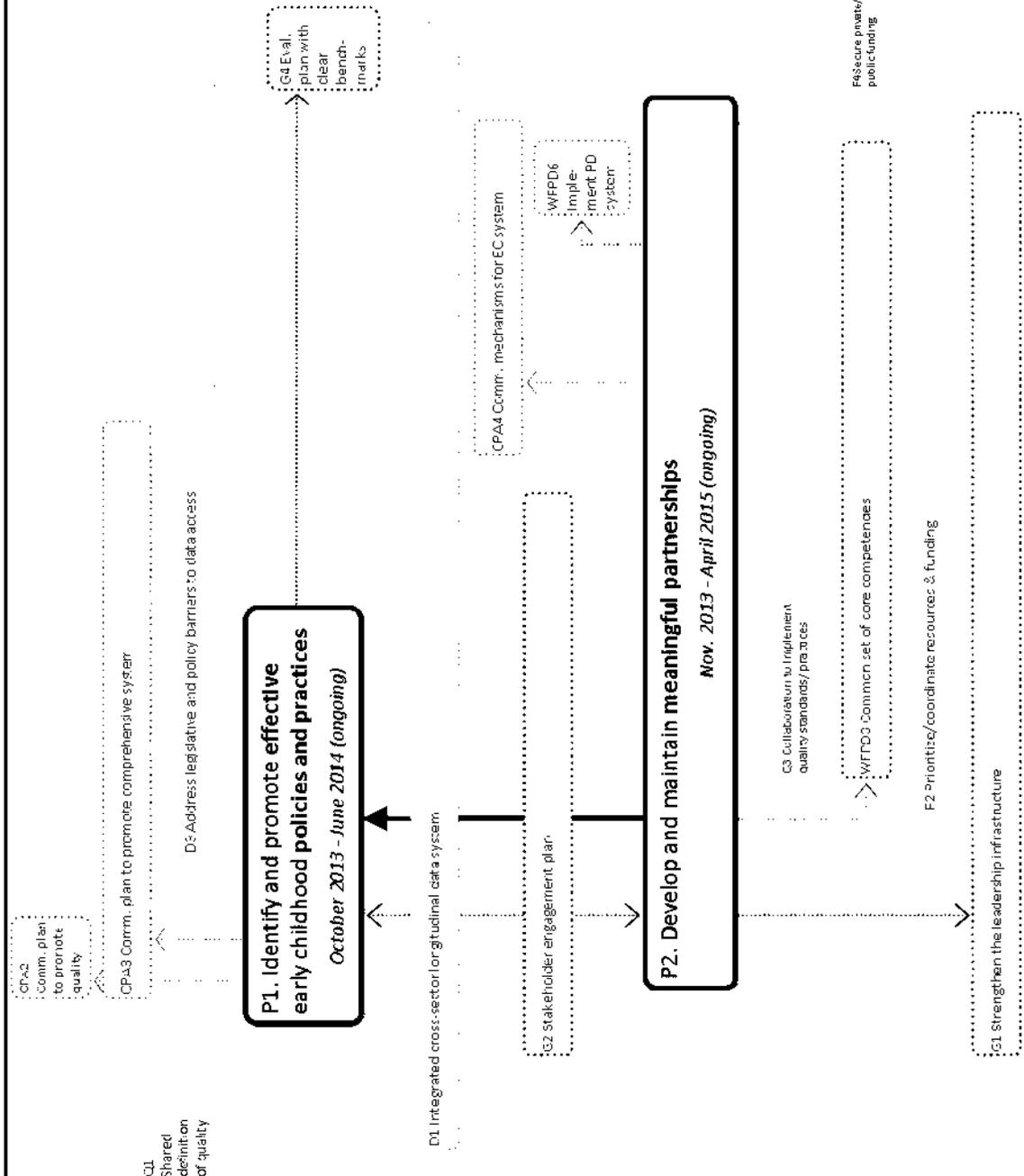


Multi-Level Intended Outcomes
<p>Families: Families will understand the importance of healthy early childhood development and will recognize and seek high quality prenatal and early childhood programs and services.</p> <p>Providers/professionals: Providers will understand the importance of healthy early childhood development and will be able to consistently use the "Bedrock" messaging with families and the public.</p> <p>Local program administrators: Local administrators will understand the importance of healthy early childhood development and will use the "Bedrock" messaging with the public and their employees who work with children and families to promote positive outcomes for children and families.</p> <p>Professional development/TA: Professional development (PD) providers will understand and communicate the importance of healthy early childhood development and incorporate that knowledge into professional development and technical assistance curricula and materials.</p> <p>State administrators: State administrators and other decision-makers will understand the importance of healthy early childhood development and will reference the "Bedrock" messaging to increase public support for policies, programs and investments that support expectant parents and young children and their families.</p>



POLICY

June-Aug. 2013 Sept.-Nov. 2013 Dec. 2013-Feb. 2014 March-May 2014 June-Aug. 2014 Sept.-Dec. 2014 // 2015 2016



Multi-Level Intended Outcomes

Families: Will be supported by policies and programs that ensure they and their young children are healthy, learning and thriving.

Practice Level: Providers will be supported by policies that allow them to deliver services using best practices so that young children and families to meet intended outcomes.

Local/ Regional: Local and regional entities will be supported by policies that enable them to provide the effective programs and services for young children and families

Professional Development Providers: Professional development providers will be governed by policies that require them to offer competency-based education, training and support to the early childhood workforce.

State Administration: The State will implement policies and practices that enable children and their families to be healthy, learning and thriving.

Multi-Level Intended Outcomes

Families: Families will have access to effective programs and services so that children and their families are healthy, learning and thriving.

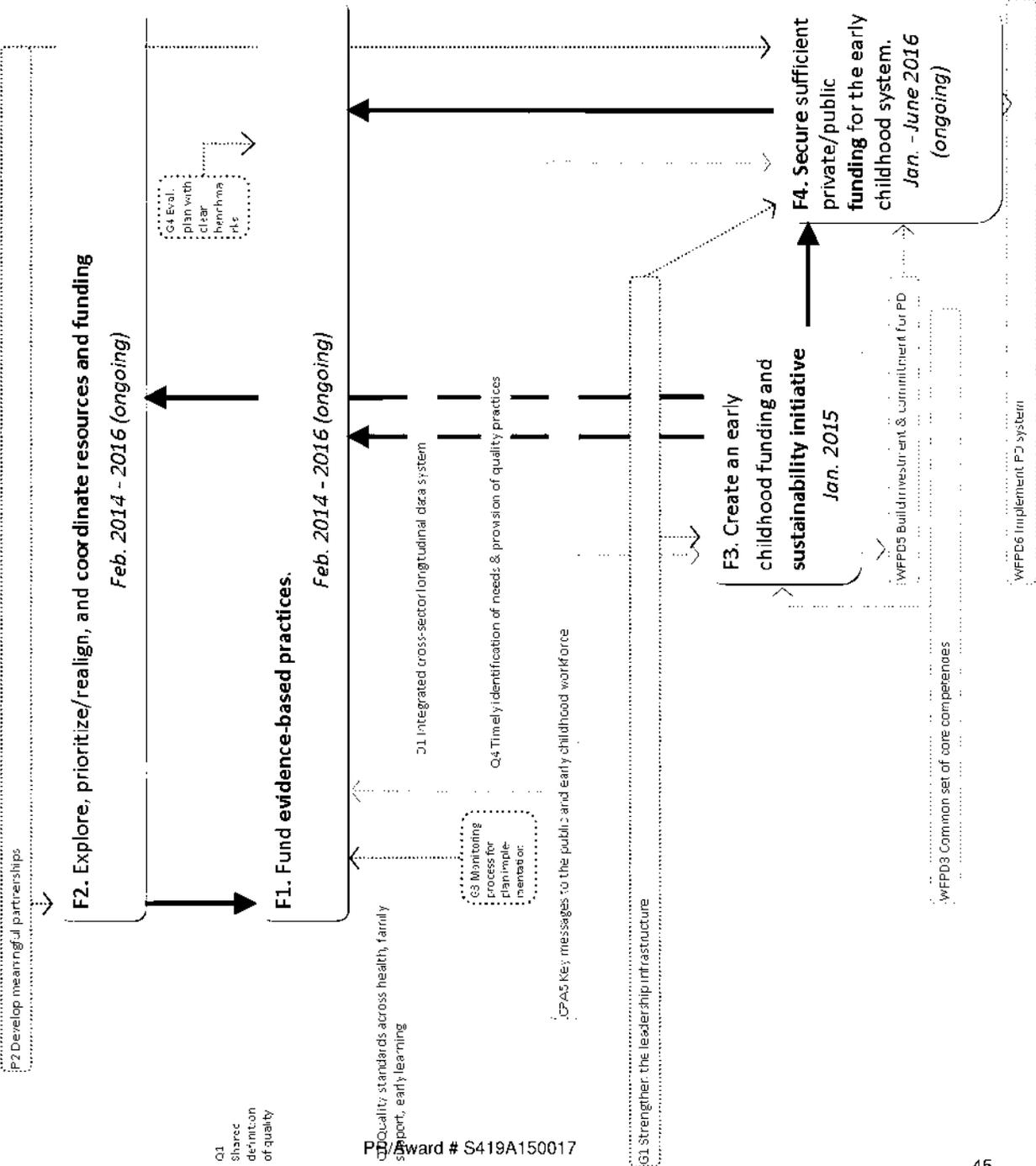
Providers/professionals: At the practice level, there will be a stable and qualified workforce to provide effective programs and services.

Local/Regional program administrators: Local/region administrators will work collaboratively to assure sufficient funding in providing effective programs and services.

Professional Development/TA: PD/T/TA providers will have the resources for ongoing, competency-based effective stimulating adult learning with opportunities for continuous improvement process

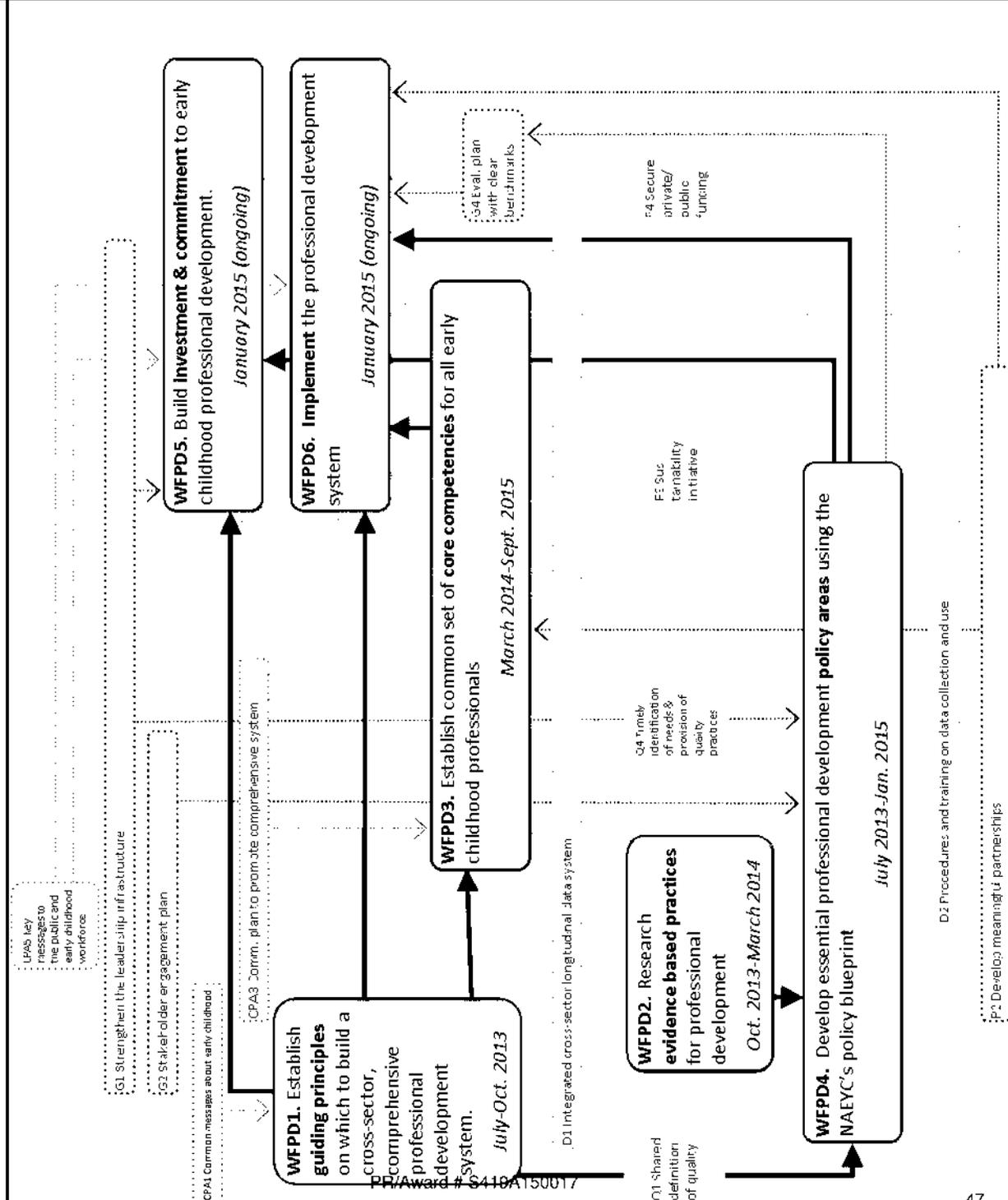
State administrators: will have adequate and consistent funding for creating and maintaining a sustainable system that supports support quality and equity.

Sept.-Nov. 2013 Dec. 2013-Feb. 2014 March-May 2014 June-Nov. 2014 Dec. 2014-Feb. 2015 March-May 2015 June-Dec. 2015 2016 2017



WORKFORCE & PROFESSIONAL DEVELOPMENT

June-Aug. 2013 Sept.-Nov. 2013 Dec. 2013-Feb. 2014 March-May 2014 June-Aug. 2014 Sept.-Nov. 2014 Dec. 2014-Feb. 2015 March-May 2015 June-Oct. 2015 2016 2017



Appendices

Appendix A: Timeline for developing the plan

Appendix B: List of Strategic Plans Reviewed

Appendix C: Birth through Age Eight State Policy Framework

APPENDIX A



Coordination of Strategic Planning Process for Creating the NH Comprehensive Early Childhood Plan

November 2012 – December 2016



APPENDIX B: List of Strategic Plans Reviewed

Agency/Association	Full Title of Plan
Early Supports & Services	Mapping Out the Territory, NH FCESS Strategic Plan 2011-12
Early Supports & Services	FCESS Survey Report, 9-2011
Early Supports & Services	FCESS Vision & Mission
Early Supports & Services	Part C NH State Plan
Committee to Study Educational/Social Prog.	Committee to Study Educational and Social Programs for Families with Children Six years and Younger; (HB 86, Chapter 158:1, Laws of 2007)
Committee to Study Educational/Social Prog.	Matrix of NH DHHS educational & social service programs for children 6 years & younger
Child Care (DHHS)	NH Child Care Advisory Council (CCAC) 5 year Plan
Child Care (DHHS)	NH Child Care Advisory Council (CCAC) Status Report, 06-30-12
Child Care (DHHS)	Child Care Advisory Council (CCAC) Strategic Plan
ECCS - MCH (DHHS)	Comprehensive Plan for EC Health and Development: A Road Map to Collaboration, 2006-2008 (46 pages)
ECCS - MCH (DHHS)	Comprehensive Plan for EC Health and Development: A Road Map to Collaboration (7 pgs)
ECCS - MCH (DHHS)	Accomplishments and Barriers (19 pages)
Spark NH	NH ECAC NH Work Plan, September 2012
NHAIMH (Association)	NH Association for Infant Mental Health (NHAIMH) Strategic Plan
NOFAS (Association)	NH Fetal Alcohol Syndrome Association (NOFAS) plan
NH Special Medical Services	NH Special Medical Services 2020 Strategic Intentions, May 2012
CCDF, DCYF (DHHS)	Child Care & Development Fund (CCDF) Plan; CCDF Subsidy Program Adm; Health & Safety Quality Improvement Activities
Commission	NH Commission on Prevention of Obesity 11-09
Collaborative, Endowment for Health	Children's Behavioral Health Collaborative Strategic Plan, 6-10-12
NH Children's Alliance	NH Hunger Solutions Plan DRAFT 06-27-12
Preschool Special Education	NH Part B
Home Visiting, MCH (DHHS)	Maternal Infant & Early Childhood Home Visiting State Plan 6-8-2011
DOE	NH Comprehensive Strategic Plan for Education Reform 3.0- ppt
Oral Health Coalition	NH Oral Health Plan: A Framework for Action
NHAEYC (Association)	NHAEYC Strategic Plan Final 2007-2010
Head Start Collaboration Office	Head Start Collaboration Office Strategic Plan - 7-11 to 6-16
Convening Partners (public/private)	Healthy Eating Active Living (HEAL) ActionPlan.pdf HEAL plan
NH Health and Equity Partnership	The Plan to Address Health Disparities and Promote Health Equity in New Hampshire, March 2011

Appendix C: Birth through Age Eight State Policy Framework



BIRTH THROUGH AGE EIGHT STATE POLICY FRAMEWORK

The Birth Through Eight State Policy Framework is a tool, or roadmap, that anyone can use to guide policy in ways that will improve the health, learning, and economic outcomes for vulnerable young children.

The Alliance for Early Success (formerly the Birth to Five Policy Alliance) developed the *Birth Through Age Eight State Policy Framework* based on a long history of work led by state and national organizations and foundations. We drafted the framework and solicited input from over 150 experts, including early childhood advocates and leaders, K-12 experts and leaders, researchers, policymakers, and foundation officers. The result is a road map the Alliance uses to guide partnerships and investments. We intend for it to be a tool for anyone interested in state policies that improve outcomes for young children.

The Framework begins with five principles. The Framework outlines three policy priority areas essential for the healthy growth and development of young children: health, family support, and learning. These are grounded on a foundation of standards, assessment, and accountability. Evidence-based and innovative best practice policy options are provided in each of the policy areas. Political, social, and economic conditions should determine the policy options states pursue at any given time.

About the Alliance for Early Success

The Alliance for Early Success (formerly the Birth to Five Policy Alliance) is a catalyst for putting vulnerable young children on a path to success. As an alliance of state, national, and funding partners, our goal is to advance state policies that lead to improved health, learning, and economic outcomes for young children, starting at birth and continuing through age eight. We create and enhance partnerships by bringing leaders together in new and innovative ways, with the goal of achieving results faster and better than anyone could do alone.

For More Information about the Framework, please email us at Alliance for Early Success:
info@earlysucces.org

Birth Through Age Eight State Policy Framework

The Birth Through Eight State Policy Framework is a tool, or road map, that anyone can use to guide policy in ways that will improve the health, learning, and economic outcomes for vulnerable young children. The Framework rests on five principles.

1

Birth through age 8 continuum: Decades of science show that development of the brain and other critical biological systems is most rapid and sensitive in the earliest years. References to “early childhood” and “early learning” in the Framework span the developmental period from birth through 8, because this age continuum forms the foundation for better and longer-lasting success later in life.

2

Priority on vulnerable populations: Because early adversity can lead to sustained levels of stress that are toxic to developing brains, state policies and funding should prioritize young children who have been placed at risk due to familial and environmental stressors including:

- poverty
- low levels of parental education
- teen parenthood
- homelessness
- high residential mobility

Data indicates that children of color, and those with special needs, often fall behind on a range of critical developmental measures. This framework places a priority on these children, with an approach that builds on cultural, family and community strengths to increase opportunities for them to achieve positive health, learning and economic outcomes.

3

State policy focus: While there are important interactions of local, state, and federal policy, this Framework focuses only on policies states can influence through legislative, regulatory, and budgetary actions.

4

Adequate resources: Success in changing the trajectory of a child’s development depends on the efficient use of public and private funds. Allocating sufficient resources in a smart way is necessary in order to achieve better outcomes for vulnerable children.

5

Evidence base: Policy options included in the Framework are based on the best available research and innovative best practice. These will change as more evidence about what works to improve outcomes for vulnerable populations emerges.

The Birth Through Eight State Policy Framework includes three policy areas and three policy foundations. Each policy area includes a goal statement with a set of policy choices essential for achieving outcomes for young children starting at birth through age eight. The policy foundations include a set of policy choices that support the policy areas.

Policy Areas	[REDACTED]
	[REDACTED]
	[REDACTED]

Policy Foundations	[REDACTED]
	[REDACTED]
	[REDACTED]

POLICY AREAS: HEALTH, FAMILY SUPPORT, LEARNING

Three policy areas are essential to achieve good outcomes.

Health

Goal

Children are born healthy, stay healthy, and are surrounded by healthy adults. These policies address the basic physical, mental health and emotional needs of young children and the adults who care for them, because success depends on the health of both.

Policy choices

- Timely and ongoing prenatal, pediatric, and oral health care
- Access to affordable health insurance for children and families
- Screening, assessment and appropriate follow-up for developmental delays or disabilities
- Partnerships to coordinate the identification and delivery of health care services with early learning programs
- Community-based programs targeting sources of toxic stress such as violence, crime, substance abuse, and mental illness, combined with supports for parents and caregivers who need them
- Simplify access, expand outreach, materials, training, and data use that will maximize participation of families, providers, schools and communities in the Special Supplemental Nutrition Program for Women, Infants and Children Program (WIC), the Child and Adult Care Food Program (CACFP) and Free and Reduced school meals

Family Support

Goal

Families have the skills, basic resources, and supports to nurture their children's development and learning starting at birth and continuing through the early elementary grades. These policies promote understanding of child development and engagement in children's learning, responsive parenting, social networks of support, and the economic stability of families, because parents and families have the strongest influence on how children grow and develop.

Policy choices

- Voluntary, evidence-based, home visiting programs for new and expectant families at risk for poor child outcomes

- Parent education and parent-child interaction programs that support development and nurturing of infants and toddlers
- Access to child care assistance for eligible families with provisions for quality and continuity of care
- Effective outreach and enrollment in programs that promote family economic stability and parent participation in higher education
- Prevention programs and services for children at risk of abuse and neglect and their families
- Family engagement policies starting with defining family engagement, establishing benchmarks of success for targeted populations, and monitoring progress
- Access to health care and education programs for children cared for by grandparents and other relative caregivers
- Core competencies for professionals tied to standards and desired outcomes

Learning

Goal

Effective learning opportunities are provided in all settings including the home, child care centers, family child care homes, preschools and elementary schools across the infant-toddler years, preschool and the early grades. Improved learning outcomes require that educators and professionals have the skills needed to advance learning and development, and to address challenges faced by all vulnerable populations, including English and Dual Language Learners, and minority children. These policies influence the quality of interactions and environments that children experience, starting at birth and through the early elementary years, because gains are made and sustained from this strong foundation.

Policy choices

- Access to high-quality care and learning through high-quality standards-based programs for infants and toddlers with educational, health, and development components; high-quality child care; voluntary, full-day preschool for all low-income 3- and 4-year-olds; and full-day kindergarten
- Partnerships between community and school-based early learning programs and services
- Opportunities for learning outside of the school day, including summer

- Transition planning from early care, to preschool, to K-12 learning environments
- Core competencies for educators and professionals tied to standards and desired outcomes
- Access to effective education, training (pre- and in-service) and in-classroom practice
- Training and coaching for teachers working with special populations including dual language learners and children with disabilities
- Coordinated professional development, coaching and training that improves practice and provides effective learning opportunities for all children
- Specialized certification areas that reflect the education continuum, birth through grade 3

POLICY FOUNDATIONS: STANDARDS, SCREENING & ASSESSMENT, ACCOUNTABILITY

Standards, Screening & Assessment, and Accountability are foundations that support the three policy areas.

Program standards define quality and practice expectations for the field and learning standards establish expectations for what children should know and be able to do. Screening provides essential information about children's health or development status, and assessments measure progress toward the standards. Accountability for outcomes for children, families, and program effectiveness across the policy areas can inform good policy decisions, effective and efficient resource allocation, effective instruction/services, and continuous quality improvement.

Standards

Policy choices

- Developmentally appropriate early learning standards that reflect the major domains of development (social-emotional, physical, cognitive, and language) and foundational skill areas (literacy, math, science, social studies, and the arts)
- Alignment of early learning and K-12 standards across the major domains of development and foundational skill areas
- Implementation of standards through teacher preparation, training, curricula and assessment, with review of results for vulnerable children
- Quality Rating and Improvement Systems (QRIS) that are financed to advance programs to higher quality ratings and improved child outcomes
- Development and use of program quality and practice standards for family support providers

Screening and Assessment

Policy choices

- Screenings for hearing, vision, metabolic disorders, and developmental delays with appropriate follow-up
- Timely, appropriate behavioral and mental health identification and intervention including children who come to the attention of the child welfare system
- Timely and appropriate assessment, referral, and enrollment in early childhood development and prevention programs

- Child assessment tools that are formative, as well as developmentally, culturally, and linguistically appropriate
- Assessment of the quality of learning environments, educator/child interaction, and teaching strategies
- Statewide Kindergarten entry assessment to assess readiness and inform initial instruction
- Aligned early learning, Kindergarten entry, and K-3 assessments

Accountability

Policy choices

- Clear benchmarks of outcomes for children, families, and program effectiveness from health, family support, and learning initiatives
- Longitudinal, linked data systems between programs and state agencies that can be disaggregated by risk factors to inform strategies for improving program quality and child outcomes
- Early warning systems to identify problems such as chronic absence and allow for timely intervention
- Early childhood education program data collected and analyzed for children, programs and the workforce
- Professional development for data users (parents, teachers, administrators) to support the correct interpretation and use of data

**To get involved, connect to Spark NH.
sparknh.org**



Purposes of the NH Early Learning Standards

The New Hampshire Early Learning Standards are a statewide resource for everyone who loves, cares for and educates young children. The Standards provide essential information to support and enhance children's development and learning.

New Hampshire's Early Learning Standards:

- Provide a resource about children's development from birth through age five
- Promote a whole-child approach that affirms that learning and development are interrelated and build on previous learning
- Acknowledge, honor and embrace the tremendous diversity and variation that exists for children and families
- Recognize and celebrate what children learn to help plan for the next stages of growth and development
- Align with the NH Kindergarten Readiness Indicators, which are aligned with the Common Core Standards
- Provide a list of resources for more information about children's learning and development

New Hampshire's Early Learning Standards aspire to:

- Encourage dialogue and sharing between everyone who loves, cares for and educates children
- Inform professional development for early childhood professionals
- Incorporate current and culturally inclusive research on child development
- Develop and nurture the relationship between early learning and K-12 so that all schools are ready for all children and all children are ready for school

As important as it is to understand what the Early Learning Standards are, it is equally important to understand what they are not.

What New Hampshire's Early Learning Standards are NOT:

- Not an exhaustive guide to child development nor a development checklist. Children's development is highly individualized and unique to each child
- Not an assessment tool or for use to determine children's eligibility for various programs or services
- Not a curriculum
- Not an instrument to collect statewide information on the overall status of children in the State of New Hampshire
- Not permanent and unchanging. New Hampshire is committed to updating the Early Learning Standards periodically

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?

		Ages		Birth to Nine Months		Nine to Eighteen Months		Eighteen to Twenty-Four Months		Twenty-Four to Thirty Months		Thirty Months to Three Years		Three Years	
STANDARDS	Emergent Reading	CONSTRUCTS	Participation in language and literacy activities	Focus on picture books while an adult is reading to them. (E.g. 6-month-old Aisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	Enjoy being read to and actively seek opportunities to be read to and to interact with books.	Show strong preferences for specific books and turn pages at the appropriate time with adult assistance.	While being read to, point to and comment on illustrations familiar words or phrases in the text.	Enjoy being read to and independently may say familiar words and phrases while looking at the appropriate page. (E.g. Kai: 33 months, sings along to the repetitive book <i>Brown Bear, Brown Bear, as her teacher reads it to her.</i>)	May retell the story while turning pages in a familiar book.						
			Narrative and story sense	Look at the face of an adult describing the sequence of what will happen next. (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	Anticipate and participate in the sequence of book reading activities. (E.g. Brandon, 15 months, makes a shirt sound and puts his finger on his lips at the appropriate time when reading <i>The Napping House</i> .)	Can recognize that a story is beginning from the clue "Once upon a time".	May relay or retell simple stories that have a beginning and end.	Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Kaden: 33 months is able to predict what is hidden under the flap on a page of a familiar book.)	Relay or retell more complex stories and include elements of a beginning, middle, and end.						
			Comprehension and interpretation	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story.	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page.	Point to and vocalize about an illustration or imitate an action seen in a picture. (E.g. 18-month-old Angeliq imitates the jumping action of the frog when being read <i>Jump Frog Jump!</i>)	Identify with a particular character or scene. (E.g. <i>Where's My Teddy Bear</i> Edie, Zavier: 25 months makes a scared face identifying with the little boy in the woods.)	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped.	Can ask and answer simple questions about the story.						
			Interest in and appreciation of reading	Show enjoyment at being read to through vocalizing, eye contact, and movement. (E.g. 8-month-old Sophia squeals in delight when her mother reads <i>Ten Little Fingers and Ten Little Toes</i> .)	Bring a book to an adult to be read to.	Name and/or ask for favorite book and may show preference for books on certain topics.	May ask an adult to read the same book repeatedly.	Like to have one or more familiar books nearby.	Say what they like about a favorite book and what type of books they like.						

We Know That Infants, Toddlers and Young Preschoolers are Making Progress When They:

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting With the World?

Ages		Birth to Nine Months	Nine to Eighteen Months	Eighteen to Twenty-Four Months	Twenty-Four to Thirty Months	Thirty Months to Three Years	Three Years
CONSTRUCTS							
Emergent Reading	Phonological awareness (understanding the sound structure of language such as sounds, rhymes, syllables and words)	Respond to sounds and words heard often.	Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open but crawls over to investigate when he hears a jar being opened.)	Associate items with the sounds they make (E.g. When 18-month-old Jewel hears a motorcycle drive by a window she says "vrrrrrr")	Enjoy chants and songs and books that rhyme	Participate in chants and songs and books that rhyme	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her "Clairey Berry.")
	Book awareness	Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)	Explore books by looking at pictures, but often treats books like other toys and objects in the environment	Hold the book properly and turn pages, sometimes several at a time	Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charma, 26 months, picks up <i>The Itsy Bitsy Spider</i> and says to her mother, "I want my spider book.")	Can turn the book to the first page for an adult to begin reading and close the book and say, "The end."	Understand proper handling of books to avoid damage and help repair books
Emergent Writing	Print and alphabet awareness	Note: Children at this age are not aware of print as being distinct from anything else in their environment	May begin to recognize that labels convey meaning (E.g. Jared sees a box of crayons and says, "Oh, Oh!")	Can show awareness of and recognize some print in the environment	Recognize that print and numerals are symbols that convey meaning (E.g. Colby age 2 points to the bottom of his painting on his classroom wall and says "there's my name.")	Point to print and ask "What does that say?" or ask someone to write for them	Recognize their own name; some of the letters in their own name and may notice words that start with the same letter as their own name
	Interest in and emergent writing	Note: Children at this age are not aware of writing	Explore with writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	Gain more control over the kinds of marks they make (lines vs. circular marks)	Enjoy scribbling and drawing and see these as the same	Use their increased fine motor control to control the size and shape of their scribbles	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture 3-year-old Isalah makes a series of vertical lines, representing his name.)

We Know That Infants, Toddlers and Young Preschoolers are Making Progress When They:

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?	
STRANDS	
Emergent Reading	
NH Kindergarten Readiness Indicators Domain 1 – Language Arts & Literacy Elements –E, F	
We Know That Four- and Five-Year-Olds are Making Progress When They:	
CONSTRUCTS	
<i>Participation in language and literacy activities</i>	<ul style="list-style-type: none"> Learn new information from books being read to them Ask for a story to be read and respond to stories told or read aloud
<i>Narrative and story sense</i>	<ul style="list-style-type: none"> Guess what will happen next in a story using pictures as a guide Retell information from a book Tell their own stories
<i>Comprehension and interpretation</i>	<ul style="list-style-type: none"> Represent stories told or read aloud through a variety of media or in play Use their own words to retell a simple familiar story while looking at book
<i>Interest in and appreciation of reading</i>	<ul style="list-style-type: none"> Select favorite books, authors, or illustrators Request or respond to informational books on favorite topics
<i>Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)</i>	<ul style="list-style-type: none"> Listen to and recognize different sounds in rhymes, songs and familiar words Play with sounds of spoken language including letter sounds, rhymes and words Can distinguish the beginning sounds of some words
	<p><i>Domain 1 Element E – Comprehends and responds to books and other texts</i></p> <ol style="list-style-type: none"> Retells a familiar story in proper sequence, including major events and characters <p><i>Domain 1 Element F – Comprehends and responds to books and other texts</i></p> <ol style="list-style-type: none"> During read-alouds and book conversations interacts in a way that relates to the story Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation <p><i>Domain 1 Element F – Demonstrates phonological awareness</i></p> <ol style="list-style-type: none"> Notifies and discriminates rhyme Decides whether two words rhyme Notifies and discriminates alliteration Hears and shows awareness of separate syllables in words

Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World?	
NH Kindergarten Readiness Indicators Domain 1 – Language and Literacy Elements – D, G, H	
CONSTRUCTS	We Know That Four and Five-Year-Olds are Making Progress When They:
Emergent Reading	<ul style="list-style-type: none"> Identify parts of books such as cover, first page, and title Understand that print carries a message
Emergent Writing	<ul style="list-style-type: none"> Recognize some letters in the alphabet, especially those in their own name (E.g. <i>While putting her things away in her cubby, 4 year old Azlym notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!"</i>) Begin to associate sounds with words or letters Understand that specific symbols are used to communicate in writing
Dual Language	<ul style="list-style-type: none"> Understand that writing is a way of communicating Use scribbles, shapes, pictures or dictation to represent thoughts or ideas Engage in writing using letter-like symbols to make letters or words Begin to copy or write their own name <p>Depending on the level of their familiarity with English:</p> <ul style="list-style-type: none"> Demonstrate eagerness to participate in songs, rhymes, and stories in English and in their home language Repeat parts of songs or poems in English and in their home language Point to pictures and say the word in English and in their home language Talk with peers or adults about a story read in English and in their home language Tell a story in English with beginning, middle and end and in their home language
STANDARDS	
Emergent Reading	<p><u>Domain 1, Element D – Demonstrates knowledge of print concepts and conventions</u></p> <ol style="list-style-type: none"> Has some knowledge of books (top, bottom, front, back, left to right) <p><u>Domain 1, Element G – Demonstrates knowledge of print concepts and conventions</u></p> <ol style="list-style-type: none"> Uses and appreciates print Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation <p><u>Domain 1, Element H – Demonstrates knowledge of the alphabet</u></p> <ol style="list-style-type: none"> Name some letters Matches some letters to their sounds Identifies and names letters in own first name Shows understanding that a sequence of letters represents a word
Emergent Writing	<p><u>Domain 1, Element H – Demonstrates emergent writing skills</u></p> <ol style="list-style-type: none"> Writes own first name (some letters recognizable) Uses letter-like shapes, symbols, and letters to convey meaning Represents ideas and stories through pictures, dictation and play
Dual Language	<p><u>Domain 1, Element H – Demonstrates emergent writing skills</u></p> <ol style="list-style-type: none"> For English language learners, responds to books, storytelling, and songs presented in English

NEW HAMPSHIRE KINDERGARTEN READINESS INDICATORS



Endorsed December 19, 2012
By New Hampshire Department of Education,
New Hampshire Head Start State Collaboration Office and
New Hampshire Head Start Directors Association

Version 2.3
February 2014



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February 14, 2014

Dear Colleagues and Parents of Young Children:

I am delighted to share with you the New Hampshire Kindergarten Readiness Indicators (NH KRI). This tool was designed to provide parents, educators and communities with a common understanding and standard regarding what children should know and be able to do as they enter kindergarten in our state. This is important because research shows that quality early learning experiences, both before and after school entry, set a strong foundation for all the learning and development that follows. By focusing on the knowledge and skills young children need to thrive in school and later in life, we give our children the best possible start on their path to success.

The NH KRI may be used in several ways, including to:

- 1) Guide preschool programs in selecting content areas and activities for the four-year-old children in their care;
- 2) Help preschool and kindergarten programs to better align their efforts for children transitioning to kindergarten;
- 3) Inform parents about the expectations for children entering kindergarten and help them better prepare their children for school; and
- 4) Assist kindergarten teachers in determining a child's preparedness for school, when used in conjunction with standardized assessment and observation.

The New Hampshire Department of Education, in partnership with the Department of Health and Human Services, looks forward to working with you to ensure that children entering kindergarten in New Hampshire are on track for school success.

Sincerely,

A handwritten signature in cursive script that reads "Virginia M. Barry".

Virginia M. Barry, Ph.D.
Commissioner of Education

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EQUAL OPPORTUNITY EMPLOYER- EQUAL EDUCATIONAL OPPORTUNITIES

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Introduction

What is it that children need to know and be able to do when they enter kindergarten? States throughout the nation have been grappling with this question in recent years, attempting to balance the need for a common understanding and standardization with the desire to focus on a child's natural development (Kagan, et al., 2010). Research tells us that early attention to the range of physical, social, emotional and cognitive skills that young children need to thrive can maximize their potential for success in school and later in life. A common set of indicators that specifies the expectations for children entering kindergarten is one essential tool for increasing the effectiveness of early childhood education, both before and after public school entry.

As early childhood and elementary teachers and parents/caregivers, we celebrate diversity and recognize that all children develop at different rates socially, emotionally and academically. We recommend that teachers differentiate instruction and incorporate developmentally appropriate strategies that will excite, motivate and challenge all children to achieve their greatest potential. We encourage preschool and primary education programs to be supportive and nurturing while exposing children to a wide variety of learning experiences to ensure their success in school and later in life. This work is the first in a series of steps to promote that vision to the benefit of all young children and their families in New Hampshire.

The New Hampshire Kindergarten Readiness Indicators were developed to provide educators, families and communities with a common understanding and standard for ensuring that young children are on the path to school success. As required by the Head Start Act of 2007, these indicators were selected to align Head Start standards, curricula and assessment with those of New Hampshire Department of Education and public schools. For over a year, the New Hampshire Kindergarten Readiness Indicators Task Force worked diligently to identify a set of readiness indicators that was:

- Based on the Head Start Child Development and Early Learning Framework (HS CDELF), the New Hampshire Department of Education Kindergarten ½ day Program Common Core State Standards Pacing Guide and the Common Core State Standards (CCSS);
- Measurable using research-based assessment tools;
- Comprehensive and high quality;
- For all learners, including children with disabilities and English Language Learners;
- Compatible with the New Hampshire Early Learning Standards (currently under development, due for release summer, 2013).

The remainder of this document includes the following sections:

- What is Kindergarten Readiness?
- How were the Kindergarten Readiness Indicators Identified?

- The New Hampshire Kindergarten Readiness Indicators;
- Questions and Answers;
- Glossary of Terms;
- Resources; and
- NH Kindergarten Readiness Indicators Task Force.



What is Kindergarten Readiness?

New Hampshire defines kindergarten readiness as: children possessing the skills, knowledge and attitudes necessary for success in school and for later learning and life. Kindergarten readiness is a shared collaboration between families, schools, and communities promoting student success.

How were the Kindergarten Readiness Indicators Identified?

A three-step process was employed to arrive at the kindergarten readiness indicators for New Hampshire. First, to align the early childhood and public school a perspective, a crosswalk was completed for the Head Start Child Development and Early Learning Framework (HS CDELF), the Department of Education Kindergarten ½ day Program CCSS Pacing Guide and the Common Core Standards (K–5). Consensus was reached that the following six domains best reflected the HS CDELF and public school documents:

1. Language Arts & Literacy;
2. Cognition & General Knowledge: Logic & Reasoning/Mathematics;
3. Cognition & General Knowledge: Science & Social Studies;
4. Approaches to Learning (Including Creative Art Expression & Music);
5. Social & Emotional Development; and
6. Physical Development & Health.



A seventh domain, Instructional Technology, was unique to the Department of Education and should be integrated as appropriate into each domain. Furthermore, we recommend English Language Learners preparing to enter Kindergarten be assessed by an English Speakers of Other Languages (ESOL) certified teacher or highest qualified staff. A trained professional is best qualified to ascertain the skills, knowledge and language for these students.

Second, two research-based tools (TS GOLD and Work Sampling System¹) were cross-referenced with the HS CDELF and the Department of Education Kindergarten ½ day Program CCSS Pacing Guide to identify the items that best measure the skill or concept of focus. The final step was to reach consensus on the specific indicators to be included in each domain and domain element. The result was a list of kindergarten readiness indicators that can be assessed using research-based assessment tools.



¹ TS GOLD is published by Teaching Strategies, LLC; Work Sampling System is published by Pearson Education, Inc.

The New Hampshire Kindergarten Readiness Indicators

1. LANGUAGE ARTS & LITERACY

A. Listens to and Understands Increasingly Complex Language

1. Comprehends language
2. Responds appropriately to complex statements, questions, vocabulary, and stories.
3. Follows detailed, instructional, multi-step (2-3) directions
4. For English Language Learners, progresses in listening to and understanding English



B. Uses Language to Express Thoughts and Needs

1. Describes and tells the use of many familiar items
2. Speaks clearly enough to be understood without contextual clues (Is understood by most people; may mispronounce new, long, or unusual words)
3. Uses complete, four- to six-word sentences
4. Tells about another time or place
5. For English Language Learners, attempts to speak and use English to communicate

C. Uses Appropriate Conversational and Other Communication Skills

1. Engages in conversations with multiple exchanges
2. Uses acceptable language and social rules while communicating with others; may need reminders

D. Demonstrates Knowledge of Print Concepts and Conventions

1. Uses and appreciates print
2. Has some knowledge of books (top, bottom, front, back, left to right)
3. Shows awareness of various features of print: letters, words, spaces, upper- and lower-case letters, some punctuation

E. Comprehends and Responds to Books & Other Texts

1. During read-alouds and book conversations interacts in a way that relates to the story.
2. Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult
3. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

Please note: The NH KRI are not to be used as a developmental checklist or screening tool.

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4. Retells a familiar story in proper sequence, including major events and characters.

F. Demonstrates Phonological Awareness

1. Notices and discriminates rhyme
2. Decides whether two words rhyme
3. Notices and discriminates alliteration
4. Hears and shows awareness of separate syllables in words

G. Demonstrates Knowledge of the Alphabet

1. Names some letters
2. Matches some letters to their sounds
3. Identifies and names letters in own first name
4. Shows understanding that a sequence of letters represents a word

H. Demonstrates Emergent Writing Skills

1. Writes own first name (some letters recognizable)
2. Uses letter-like shapes, symbols, and letters to convey meaning
3. Represents ideas and stories through pictures, dictation and play
4. For English Language Learners, responds to books, storytelling, and songs presented in English



2. COGNITION & GENERAL KNOWLEDGE: LOGIC & REASONING/MATHEMATICS

A. Demonstrates Curiosity in Approaches to Learning

1. Attempts trial and error responses
2. Uses technology skills (e.g., click and drag, scrolling, on/off, touch screen)

B. Remembers and Connects Experiences

1. Tells about experiences in sequence, provides details, and evaluates the experience based on applied knowledge from memory

C. Uses Classification Skills

1. Groups objects by one characteristic; then regroups them using a different attribute and indicates the reason

D. Uses Symbols and Images to Represent Something not Present

1. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas
2. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

E. Uses Number Concepts and Operations

1. Verbally counts to 20; counts 10–20 objects accurately; understands the value of a whole number; tells what number (1–10) comes next in order by counting
2. Shows beginning understanding of numbers and quantity; understands which set has more than, less than or equal to; counts to answer how many.
3. Identifies numerals to 10 by name and connects each to counted objects (one to one correspondence)
4. Explores operations to solve mathematical problems

F. Explores and Describes Spatial Relationships and Shapes

1. Begins to appropriately use positional words indicating location, direction, and distance
2. Describes basic two- and three-dimensional shapes by using math vocabulary; recognizes basic shapes when they are presented in a new orientation

G. Demonstrates Knowledge of Patterns

1. Extends and creates simple repeating patterns
2. Sorts objects into subgroups that vary by one or two attributes



3. Recognizes and extends simple patterns and duplicates them

H. Compares and Measures

1. Uses multiples of the same unit to measure; makes comparisons among objects
2. Creates pictograph for quantities up to 10
3. Knows the purpose of standard measuring tools
4. Develops a sense of time (yesterday, today, tomorrow, days of the week and seasons).
5. Attempts to make quantifiable predictions

3. COGNITION & GENERAL KNOWLEDGE: SCIENCE & SOCIAL STUDIES

A. Scientific Inquiry

1. Expresses a sense of wonder and curiosity through questioning .
2. Uses simple tools, equipment and technology for investigation
3. Observes and explores materials and natural phenomena



B. Conceptual Knowledge of the Natural and Physical World

1. Demonstrates content knowledge of the characteristics of living things
2. Demonstrates content knowledge of the physical properties of objects and materials
3. Demonstrates content knowledge of Earth's environment

C. Social Studies: Self, Family and Community

1. Demonstrates knowledge about self and others
2. Shows basic understanding of people and how they live
3. Shows emergent understanding of family, school and community.
4. Describes some peoples' job and what is required to perform them
5. Demonstrates awareness of citizenship (e.g., contributes to a classroom community)

D. Social Studies: Geography, History, Events

1. Describes the location of things in the environment
2. Understand that people can take care of the environment through activities
3. Explores past and present change related to familiar people or places

4. APPROACHES TO LEARNING

A. Creative Arts Expression and Music

1. Explores and recognizes beat, rhythm, and a variety of musical genres
2. Participates in creative movement and singing
3. Explores principles and elements of art on its most basic level
4. Responds to artistic creations or events
5. Uses a variety of art materials for tactile experience, exploration and expression
6. Engages in dramatic play

B. Approaches to Learning (Initiative, Curiosity, Persistence, Attentiveness, Intentionality)

1. Sustains work on age-appropriate, interesting topic of studies
2. Approaches activities with flexibility and inventiveness
3. Plans and pursues a variety of challenging tasks
4. Seeks guidance to continue learning

C. Cooperative Learning

1. Establishes and sustains positive interactions with peers in small and large groups
2. Participates cooperatively and constructively in group situations, shares and takes turns



5. SOCIAL & EMOTIONAL DEVELOPMENT

A. Establishes and Sustains Positive Relationships

1. Engages with trusted adults as resources and to share mutual interests
2. Responds to emotional cues; shows empathy
3. Accepts peers in the classroom
4. Initiates, joins and sustains positive interactions with individuals or groups of children
5. Seeks adult help when needed to resolve conflicts



B. Self: Concept, Regulation and Confidence

1. Regulates own emotions and behaviors
2. Identifies personal characteristics and preferences
3. Demonstrates confidence in approaching new tasks and experiences
4. Solves problems without having to try every possibility
5. Complies with three verbal directions
6. Follows simple classroom rules, routines, and transitions with occasional reminders
7. Cares properly for materials, equipment and facilities

6. PHYSICAL DEVELOPMENT & HEALTH

A. Health Knowledge

1. Performs self care tasks independently
2. Follows basic health and safety rules
3. Practices healthy personal hygiene habits (washing hands and blowing nose)

B. Balance and Control

1. Demonstrates fundamental motor skills and body and spatial awareness
2. Coordinates movements to perform simple tasks

C. Demonstrates Fine-Motor Strength and Coordination

1. Uses small, precise finger and hand movements
2. Shows beginning control of writing, drawing and art tools



Questions and Answers

Seven common questions regarding the NH Kindergarten Readiness Indicators (NH KRI) are answered in this section.



1) How will we know if children are prepared for kindergarten?



The only way to know if children are ready to begin the work of kindergarten is to assess their skills. The New Hampshire Department of Education recommends that children are assessed for kindergarten readiness by a highly qualified teacher, at the start of the school year, at their local elementary school. Children who demonstrate readiness begin the kindergarten curriculum. Children who need additional help receive support to prepare them for their kindergarten work. All children are welcome in New Hampshire public kindergarten programs.

2) Whose responsibility is it to prepare children to succeed in kindergarten and beyond?

The responsibility to prepare children for success in kindergarten and beyond belongs to all of us. Children benefit when parents/caregivers, early learning programs, schools and communities work together toward this goal. Communities can ensure that families of young children have the necessary support and opportunities to provide a safe, healthy and nurturing environment in which their children can thrive. Additionally, community members, leaders and organizations can partner with early learning programs and school districts to help ensure that quality early learning experiences are available to all of the children in the community.

3) What about technology?



Media and technology are essential to children's success in 21st century schools and beyond. For purposes of this document, however, technology was largely considered a tool for learning that should be included in all aspects of the preschool and kindergarten curriculum. Therefore, only one indicator relative to technology was included (page 4, A2, "uses technology skills") in an area that crosses domains: "Demonstrates curiosity in approaches to learning."

4) Are the NH KRI intended to be a progression of skills and knowledge?

No, the NH KRI were designed to provide a snapshot of knowledge, skills and abilities for 4- and 5-year-old children preparing to enter kindergarten. Preschool teachers may use the NH KRI specifically to inform instruction for children preparing for kindergarten, or in a more general way, such as to guide the development of program-wide school readiness goals. Kindergarten teachers may use these indicators to gain an understanding of a child's knowledge, skills and work traits, which may be helpful in assessing a starting point for instruction and in individualizing instruction to enhance the child's learning.

5) How do the KRI fit into Developmentally Appropriate Practice (DAP)?



The New Hampshire Kindergarten Readiness Indicators support a developmentally appropriate approach by acknowledging learning in multiple domains, recommending differentiated teaching approaches, and in considering the collaborative role of families, schools and communities to ensure children's success in school and in life. Children's development and learning occurs at different rates in multiple developmental areas and their skills and knowledge advance as they have the opportunity to play and practice new skills. For a definition of DAP, please see the "Glossary of Terms."

6) What standardized assessment tools are recommended to measure the NH KRI?



Developmentally appropriate, standardized assessments that include the six domains for the NH KRI may be utilized to help measure a child's preparedness for kindergarten relative to the indicators. The two standardized assessment tools reviewed in the development of the NH KRI that meet these criteria were TS GOLD from Teaching Strategies, LLC and Work Sampling System from Pearson Education, Inc.

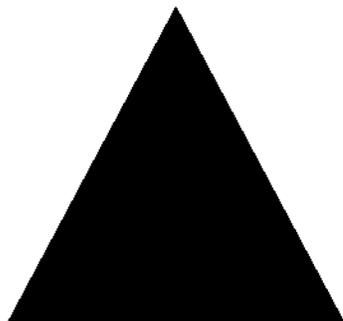
7) What happens when a child is working above or below the level of the Kindergarten Readiness Indicators?



All children at all ability levels are welcome in public kindergarten. For further information about how schools support children at differing ability levels, contact your local public school.

8) Why does the NH KRI document include the term “English Language Learners” vs. “Dual Language Learners”?

The term “English Language Learners” (ELL) is utilized by public schools. “Dual Language Learners” is utilized by early learning programs (such as Head Start) prior to kindergarten entry. The term “ELL” was included in this document to conform to the language of public schools. For more information on these terms, please see the “Glossary of Terms.”



Glossary of Terms

Developmentally Appropriate Practice (DAP)

The National Association for the Education of Young Children (NAEYC)(2009) defines developmentally appropriate practice as follows:

- Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development.
- DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.



Dual Language Learner

The Office of Head Start (2008, February) defines "Dual Language Learner" as follows:

Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first (or home) language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE).

All young children are learning their primary (home language) during early childhood development. Dual Language Learners may move between two languages randomly to use the appropriate word or sounds to convey meaning. This is an indication they are learning a second language while



building the skills in their first language and should be encouraged. Young children need opportunities to continue primary language development, as well as opportunities to transfer knowledge between the first and second language, to build vocabulary and the meaning of concepts in both languages. In New Hampshire there are approximately 100 different languages spoken by Dual Language Learners.

English Language Learner

English Language Learners is the term used by the New Hampshire Department of Education to identify students enrolled in the English Speakers of Other Languages Programs (ESOL). The



mission of ESOL programs is to ensure that all English Language Learners in New Hampshire are given an equitable, appropriate, and academically challenging education. The New Hampshire Department of Education ESOL Office assists schools in providing the best possible education for these children K-12.

Indicator

The term “indicator” is used to describe skills and knowledge expected of children. In the NH KRI, “indicator” refers to skills and knowledge expected of children as they prepare to enter kindergarten.



References and Resources

Common Core State Standards:

<http://www.education.nh.gov/spotlight/ccss/index.htm>

Developmentally Appropriate Practice (DAP):

<http://www.naeyc.org/DAP>

DAP with Kindergartners:

<http://www.naeyc.org/dap/kindergartners>

Dual Language Learner - Office of Head Start:

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/dll_%20resources/ohsdefinitionof.htm.



Head Start Child Development and Early Learning Framework (2010)(PDF):

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

Head Start Child Development and Early Learning Framework Wheel (PDF):

<http://www.capwn.org/files/OHSApproach-to-School-Readiness-Preschool%20Early-Learning-Framework.pdf>

Head Start Approach to School Readiness (PDF):

http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/pdf/OHSApproach-to-School-Readiness_complete.pdf

Head Start Early Childhood Learning and Knowledge Center:

<http://eclkc.ohs.acf.hhs.gov/hslc>

Kagan, S.L., Scott-Little, C., Reid, J.L., Gomez, R., & Friedlander, J. (2011, July). *Georgia's early learning standards alignment studies: Executive summary*. Georgia Department of Education.

Retrieved from http://gelds.dec.state.ga.us/Documents/Executive_Summary.pdf

NH Department of Education Kindergarten ½ day program CCSS Pacing Guide: Grade Level Expectations to transition with the CCSS:

<http://www.education.nh.gov/instruction/curriculum/documents/kindergarten-expectations.pdf>

NH Department of Education: Early Childhood Education:

http://www.education.nh.gov/instruction/curriculum/early_learning.htm

NH Department of Education: English for Speakers of Other Languages (ESOL) K-12 Program

<http://www.education.nh.gov/instruction/integrated/esol/index.htm>

NH Department of Education: English for Speakers of Other Languages (ESOL) (Adults)

<http://www.education.nh.gov/career/adult/esol.htm>

NH Head Start

<http://www.dhhs.nh.gov/dcyf/headstart/index.htm>

Kindergarten Readiness Indicators Task Force

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“The kindergarten children are confident in spirit,
infinite in resources, and eager to learn. Everything is still possible.”

Robert Fulghum



Form 2505

PD 14-31
April 2014

Standards/ Levels	Licensed The program must be fully licensed by and in good standing with the DHHS, Child Care Licensing Unit.	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned.
Curriculum, Environment & Assessment					
NH Early Learning Standards training modules.		Director and 20% of teaching staff has completed all of the NH ELS training modules.	40% of teaching staff has completed all of the NH ELS training modules.	60% of teaching staff has completed all of the NH ELS training modules.	80% of teaching staff has completed all of the NH ELS training modules.
Program's Curriculum aligns with NH Early Learning Standards.		Program has a written curriculum philosophy statement that is aligned with the NH ELS and is inclusive to meet the needs of all children.	Program utilizes written curriculum plans that are aligned with the domains of the NH ELS and are inclusive to meet the needs of all children.	Prior level plus. Families have input into the curriculum plan for their own child.	Prior 2 levels plus. Curriculum is individualized for all children based on the formative assessment being utilized in the program.
Formative Assessments: Teaching Strategies Gold, AEPsi, Work Sampling, or other approved.		Program chooses and Director is trained to implement one of the approved formative assessment tools. At least one teacher per group is trained to use the chosen tool.	All teachers responsible for doing assessments are trained in using the tool.	Prior level plus. Teachers are practicing using the tool (using the tool, but less than the intended number of times and not on all children).	Level 3 plus. Assessment tool is used the intended number of times on all children in the program.
Screening Measures using the Ages & Stages Questionnaire: ASQ or ASQ-SE (or other approved?) Vision, hearing and dental screenings		Director and at least one teacher per group is trained* on foundations of screening. Same as above	ASQ or ASQ-SE screening of all children in the program once per year. Programs inform families of the importance of vision, hearing and dental screenings, provide the NH Health Forms and provide referrals to places where families may obtain screenings.	Prior level plus. Results are discussed with families and are used to determine if referrals are needed. Prior level plus. Staff is informed about how to work with health providers in their communities.	Prior 2 levels plus. Referrals are made and advocacy is provided on behalf of families as needed. Prior 2 levels plus. Programs ensure that children receive or parents have been encouraged to obtain these screenings for their children by offering them on-site or by having a system to track children's screenings.
Nutrition and Physical Activity Give extra points for CACFP		Director and 20% of teaching staff complete a training(s) solely related to nutrition and physical activity. If applicable, person in charge of planning the menus completes a training in nutrition	40% of teaching staff complete a training(s) solely related to nutrition and physical activity. AND Program completes one of the following: The Let's Move! CC Checklist Quizzes; The NAP SACC self-assessment; Go NAP SACC self assessment, or CACFP self-assessment for other approved nutrition and physical activity self-assessment) and implements a plan to achieve 2 goals for improvement.	60% of teaching staff complete a training(s) solely related to nutrition and physical activity. AND One of the level 3 self-assessments and program implements a plan to achieve 3 goals that address nutrition and physical activity.	80% of teaching staff complete a training(s) solely related to nutrition and physical activity. AND One of the level 3 self-assessments and program implements a plan to achieve 4 goals that address nutrition and physical activity.
Health & safety policies and practices		Director reviews the standards in Stepping Stones to "Caring for our Children" and compares program compliance with standards.	Program demonstrates compliance with 5 Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations.	Prior level plus. Program demonstrates compliance with 5 additional (10 total) Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations.	Prior 2 levels plus. Program demonstrates compliance with 5 additional (15 total) Stepping Stones to "Caring for our Children" standards above the state CCLU and federal health and safety regulations.

	Licensed	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Engaging Families and Communities as Partners					
Training in the Protective Factors "staff" to include other paid staff beyond teaching staff that have contact with children and/or families more than 5 hours/ week. (e.g. admin, billing, cook, bus driver)		Director and 20% of staff* have completed the Bringing the Protective Factors to Life course or other approved training on the protective factors.	Director and 40% of staff* have completed the Bringing the Protective Factors to Life course or other approved training on the protective factors.	Director and 60% of staff* have completed the Bringing the Protective Factors to Life course or other approved training on the protective factors.	Director and 80% of staff* have completed the Bringing the Protective Factors to Life course or other approved training on the protective factors.
Assessing and Implementing Family and Community Engagement & Partnerships Surveying to assess the impact of implementing the protective factors in the program		Completes the Strengthening Families (SF) Self-Assessment tool and action plan N/A	Completes the SF Self-Assessment tool and demonstrates implementation of one practice/activity from each of the 7 program strategies. SF Online Staff Survey or other approved survey that measures the use and impact of protective factors being implemented in the program. Results of survey and self-assessment tool are used to inform practices/activities that the program implements.	Completes the SF Self-Assessment tool and demonstrates implementation of 50% of the practices/activities from 4 of the 7 program strategies based on the action plan. Parent (FRIENDS) Survey and Staff Survey or other approved survey that measures the use and impact of protective factors being implemented in the program. Results of surveys and self-assessment tool are used to inform practices/activities that the program implements.	Completes the SF Self-Assessment tool and demonstrates implementation of 50% of the practices/activities in each of the 7 program strategies based on action plan Completed prior level in past 3 years plus: Parent (FRIENDS) Survey and demonstrated relationships with community partners. Results of survey, knowledge of relationships with community partners and self-assessment tool are used to inform which practice/activities the program implements.

Community Partners may include schools, Family Resource Centers, early intervention services, institutes of higher ed, city emergency preparedness, CCR&R, health providers, CAP programs.
Demonstration of relationships may be through a survey, letters of support, Memorandum of Understanding

Extra Points	Number of points
CACFP participation and compliance	To be assigned

	Licensed	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Early Childhood Administrator and Educator Qualifications					
Director Credentials		Director is enrolled in the NH Professional Registry and holds a credential.	Director holds a Administrator level 1 credential	Director holds a Administrator level 2 credential	Director holds a Administrator level 3 or 4 credential.
Teacher Credentials		All teaching staff are enrolled in the NH Registry and 20% of teaching staff included in the ratio hold a credential.	40% of early childhood teaching staff included in the ratio hold a credential in the NH EC Professional Development System	60% of early childhood teaching staff included in the ratio hold a credential in the NH EC Professional Development System	80 % of early childhood teaching staff included in the ratio hold a credential in the NH EC Professional Development System
Degreed teachers in the program		N/A	Classrooms have the minimum number of teachers with a minimum of Level 5 Teacher Credential according to the degreed teachers chart for this level	Classrooms have the minimum number of teachers with a minimum of Level 5 Teacher Credential according to the degreed teachers chart for this level	Classrooms have the minimum number of teachers with a minimum of Level 5 Teacher Credential according to the degreed teachers chart for this level AND one teaching staff in program holds a minimum Level 6 Teacher credential or Master Teacher Level 1 (one person could meet both requirements.)
Professional Development Plans and Demonstrated Competencies		Director completes training on professional development plans. Director and 80% of teaching staff have a current professional development plan, which is reviewed and revised annually. (ongoing in system)	Director and 40% of staff are trained in using the EC professional competencies which relate to a/the specific age group they teach.	Director and 60% of staff are trained in using the EC professional competencies which relate to a/the specific age group they teach and complete a self-evaluation using the appropriate competency tool, which is then used to inform their professional development plan which is reviewed and revised annually.	Director and 80% of staff are trained in using the EC professional competencies which relate to a/the specific age group they teach and complete a self-evaluation using the appropriate competency tool, which is then used to inform their professional development plan which is reviewed and revised annually. Program has a formal monitoring and/or coaching process based on/using the appropriate competency tool. (May include peer-to-peer observation, self-reflection and mentoring)

	Licensed	Preparatory level	Level 3 Based on points yet to be assigned	Level 4 Based on points yet to be assigned	Level 5 Based on points yet to be assigned
Scored Standards					
Measurement of Environmental Quality: ERS Infant/Toddler and Early Childhood Environmental Rating Scales (I/TERS and ECERS)		Director and all relevant program staff receive training on the ERS. Program completes a self-assessment using the ERS.	Appropriate ERS Validated Rating Minimum average program score of 3.00	Appropriate ERS Validated Rating Minimum average program score of 4.00	Appropriate ERS Validated Rating Minimum average program score of 5.00
Measurement of the Quality of Adult-Child Interactions: Classroom Assessment Scoring System (CLASS)		Director and all relevant program staff receive training on the CLASS	CLASS Rating Award # S419A150017: Emotional Support and Classroom Organization: 5.0 Instructional Support: 2.0	CLASS Rating Minimum average program score of: Emotional Support and Classroom Organization: 5.0 Instructional Support: 3.0	CLASS Rating Minimum average program score of: Emotional Support and Classroom Organization: 6.0 Instructional Support: 4.0

New Hampshire's Early Childhood Professional Development System



Child Development Bureau
Division for Children, Youth and Families
New Hampshire Department of Health and Human Services
www.dhhs.nh.gov/DHHS/CDB

New Hampshire's Early Childhood Professional Development System



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NH Early Childhood Teacher Credential Lattice

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Education & Specialized Coursework</p> <p><i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i></p>	High School Diploma or GED	High School Diploma or GED AND A minimum of 3 post-secondary credits in <u>approved coursework*</u>	High School Diploma or GED AND A minimum of 9 post-secondary credits in <u>approved coursework*</u>	High School Diploma or GED AND A minimum of 18 post-secondary credits in <u>approved coursework*</u>	Minimum of an Associate degree in ECE* OR A minimum of an Associate in a related field <i>including</i> a <i>minimum</i> of 18 post-secondary credits in <u>approved coursework*</u>	Minimum of an Baccalaureate degree in ECE* OR A minimum of a Baccalaureate in a related field <i>including</i> a <i>minimum</i> of 24 post-secondary credits in <u>approved coursework*</u>
<p>Work Experience</p> <p>(Please see work experience defined below)</p>	750 hours	1,500 hours OR 1,000 hours <i>and</i> 2 years within a high school child care vocational education program	1,500 hours	1,000 hours	1,000 hours	1,000 hours
<p>Ongoing Professional Training</p>	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
<p>Professional Activities (PA)</p>	Optional	1 PA unit completed within 12 months with initial application	1 PA unit completed within 12 months with initial application	2 PA units completed within 12 months with initial application	2 PA units completed within 12 months with initial application	2 PA units completed within 12 months with initial application
		3 PA units cumulative upon 3 year renewal	3 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

- 750 hours equals 30 hours per week x 25 weeks (6 months)
- 1,500 hours equals 50 hours per week x 50 weeks (1 year)
- 1,000 hours equals 40 hours per week x 25 weeks (6 months).

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/eos/ech/guidesin16.htm>

NH Early Childhood Master Teacher Credential Lattice

	Level 1	Level 2	Level 3
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	Minimum of an Associate degree in ECE* OR Post-secondary degree (Associate, Baccalaureate, or Master's in a related field, including a minimum of 24 post-secondary credits in approved coursework*	Minimum of a Baccalaureate degree in ECE* OR Baccalaureate or Master's degree in a related field, including a minimum of 24 post-secondary credits in approved coursework*	Minimum of a Master's degree in ECE* OR Master's degree in a related field, including a minimum of 24 post-secondary credits in approved coursework*
Work Experience (Please see work experience defined below)	5 years	5 years, at least 1 of which is post Baccalaureate degree	5 years, at least 1 of which is post Master's degree
Ongoing Professional Training	18 hours per year, which may include a maximum of 6 hours of self-study**	18 hours per year, which may include a maximum of 6 hours of self-study**	18 hours per year, which may include a maximum of 6 hours of self-study**
Professional Activities (PA)	3 PA units completed within 12 months with initial application 9 PA units cumulative upon 3 year renewal	4 PA units completed within 12 months with initial application 12 PA units cumulative upon 3 year renewal	4 PA units completed within 12 months with initial application 12 PA units cumulative upon 3 year renewal

Work Experience defined:

Work experience must be completed in a licensed child care program, public school special education pre-k through 3rd grade program, or a public school pre-k through 3rd grade program

750 hours equals 30 hours per week x 25 weeks (6 months)

1,500 hours equals 30 hours per week x 50 weeks (1 year)

1,000 hours equals 40 hours per week x 25 weeks (6 months)

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/ocs/ccfu/guidesinfo.htm>

NH Early Childhood Master Professional Credential Lattice

	Workshop Trainer	Faculty	Individual Mentor	Program Consultant	Allied Professional
Education & Specialized Coursework <i>*All credit requirements must include a minimum of 3 credits focused on Child Growth & Development</i>	A minimum of a Baccalaureate degree in ECE* OR A minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework*	A minimum of a Master's degree in ECE* OR A minimum of a Master's degree including a minimum of 24 credits in approved coursework*	A minimum of an Associate degree in ECE* OR A minimum of an Associate degree including a minimum of 24 credits in approved coursework*	A minimum of a Baccalaureate degree in ECE* OR A minimum of a Baccalaureate degree including a minimum of 24 credits in approved coursework*	A minimum of a Baccalaureate degree in field of study appropriate to specialization AND If applicable, current license or certification in professional specialization
Work Experience	3 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period	5 years experience in Early Childhood Education AND <i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period	5 years experience in Early Childhood Education, at least 2 of which are in a classroom supervisory or leadership role.	5 years experience in Early Childhood Education, at least 2 of which are in a program director, supervisory, or leadership role.	5 years experience working with or on behalf of young children
Ongoing Professional Training	OR Successful completion of the Trainer Development Program 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	OR Successful completion of the Trainer Development Program AND an additional 12 hours of training post TDJP 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	Meet the professional requirements establish in specialized field AND 3 hours of ECE training
Professional Activities (PA)	3 PA units completed within 12 most recent months with initial applications 9 PA units cumulative upon 3 year renewal	4 PA units completed within 12 most recent months with initial applications 12 PA units cumulative upon 3 year renewal	3 PA units completed within 12 most recent months with initial applications 9 PA units cumulative upon 3 year renewal	4 PA units completed within 12 most recent months with initial applications 12 PA units cumulative upon 3 year renewal	3 PA units completed within 12 most recent months with initial applications 9 PA units cumulative upon 3 year renewal

**If you are submitting self-study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <http://www.dhhs.nh.gov/005/ccc/guidesinfo.htm>

CENTER FOR THE STUDY OF

July 2013

Child Care Employment



The State of Early Childhood Higher
Education in New Hampshire

The New Hampshire Early Childhood
Higher Education Inventory

By Fran Kipnis, Lea J.E. Austin, Laura Sakai, Marcy Whitebook,
and Sharon Ryan

Introduction

Spark NH is New Hampshire's government-appointed Early Childhood Advisory Council (hereafter called "Council"), a private-public partnership that works to create a comprehensive, coordinated system of programs and supports for young children and their families. Workforce development is an essential Council strategy for improving early childhood education services. Specifically, the Council's Workforce and Professional Development Committee is working to enhance the state's capacity for the recruitment, retention, advancement, and support of qualified professionals in early childhood programs via education, training, and credentialing.

In January 2013, Spark NH contracted with the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, to conduct the New Hampshire Early Childhood Higher Education Inventory. The Inventory provides a portrait of the state's early childhood educator and special education degree programs, enabling the Council to assess the capacity of its institutions of higher education to address the professional preparation needs of early childhood educators. These degree programs are referred to as "early childhood" degree programs throughout this report.

Historically, any higher education degree program within one of several disciplines focused on children has been considered an acceptable form of early childhood teacher preparation. "Early childhood-related" is a widely used label in research and policy to describe the educational backgrounds of teachers of young children. There is no accepted and agreed-upon standard for what constitutes a high-quality course of study for early childhood practitioners working with children before kindergarten. Too often, highly diverse degree programs are assumed to produce equivalent results (Maxwell, Linn, & Early, 2006; Whitebook et al., 2012).

To address this issue, the Early Childhood Higher Education Inventory was designed to gain a clearer picture of the early childhood offerings in a state's higher education system. The New Hampshire Inventory was implemented for Spark NH in spring 2013. The Inventory describes the early childhood degree programs offered in the state, focusing on variations in program content, age group focus, student field-based learning, and faculty characteristics. This information allows the Council and other stakeholders to identify gaps and opportunities in the available offerings, and to assess the capacity of the state's higher education system over time.

The Inventory includes three modules:

1. **Mapping Module:** Through an extensive document review, this module identifies the state's early childhood higher education programs by collecting information on each college or university, the department in which a given program is housed, degrees and certificates offered, and characteristics of the students attending the program.
2. **Program Module:** Using an online survey tool completed by the degree programs dean or coordinator, this module collects information on program content and age group focus, connections to state standards, accreditation, methods of student assessment, types, sequencing, duration, and supervision of clinical experiences, student support services, and challenges within the institution.
3. **Faculty Module:** Using an online survey tool completed by all faculty members teaching in the degree program, this module collects information on faculty employment status, teaching experience and expertise, professional development experiences and needs, and past experience within the early childhood field.

All eight community colleges in New Hampshire and six of the seven four-year and graduate colleges or universities in the state agreed to participate in the Inventory. These colleges and universities offered 11 associate degree programs, seven bachelors degree programs, and four master's degree programs. Of these, data were collected for all but one bachelors degree program. In addition, the one college that did not participate in the Inventory offered two bachelors degree programs. When reviewing the findings in this report, therefore, readers should note these very small sample sizes, particularly for the master's degree programs.

Sixty-eight faculty members, representing 77 percent of the faculty sample, responded to the Faculty Module. Despite this excellent response rate,

however, we cannot assume that findings from this module are representative of early childhood teacher educators in the state. Yet as we note in the Discussion and Recommendations section, findings from the Faculty Module were consistent with those from the Program Module.

This report begins with a description of the number and types of early childhood degree programs in New Hampshire, followed by highlights from the Program and Faculty Modules, and concludes with recommendations for addressing the challenges identified in the findings and for building on promising practices. The appendices describe the Inventory methodology and present supplementary tables for the Mapping Program and Faculty Modules.

Five faculty members were included in more than one college or university faculty list. Only one response from each of these faculty members was included in the Inventory analysis. (See Appendix 1.)

Recommendation 1:

Expand the focus of early childhood higher education degree programs to include coursework on infant and toddlers, particularly at the bachelor's and graduate degree levels. Specific attention should be paid to the relationship between healthy development and appropriate teaching strategies.

Recommendation 2:

Expand the requirements of early childhood higher education degree programs to include coursework related to the health and safety of young children, particularly at the bachelor's and graduate degree levels.

Recommendation 3:

Ensure that early childhood degree faculty members have the knowledge, skills, and experience needed to teach coursework related to early childhood special education, particularly at the associate and bachelor's degree levels

Recommendation 4:

Improve student field experiences by increasing the number of degree programs that require student teaching, particularly the number of associate degree programs. In addition, all levels of degree programs should establish more rigorous criteria for selecting both practicum field sites and the cooperating teachers who supervise the practicum students. Degree programs should also engage with potential clinical sites in the community to expand and strengthen all field placement experiences.

Recommendation 5:

New Hampshire's early childhood higher education degree programs have made great strides in aligning course content with the state's early care and education standards, particularly the New Hampshire

Early Childhood Core Knowledge Areas. Additional efforts are needed, however, to engage degree programs in the implementation of the New Hampshire Early Childhood Professional Credentialing system.

Recommendation 6:

Expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty.

Recommendation 7:

Make targeted professional development available to strengthen the capacity of existing faculty to meet the needs of a diverse student body, and to develop curricula that reflect evolving teaching and learning modalities for adult learners and the children they serve.

Recommendation 8:

Early childhood education degree programs should assess their faculty composition and develop strategies to employ the number of full-time, tenured faculty needed to provide high-quality educational experiences for their students. These strategies might include advocating for additional public and private resources.

Recommendation 9:

Professional, educational, and demographic information about faculty members teaching in early childhood degree programs should be included in New Hampshire's new online registry system designed for early childhood and afterschool professionals.

**THE NEW HAMPSHIRE
HIGHER EDUCATION INVENTORY
FOR EARLY CHILDHOOD PROFESSIONALS
IN HEALTH AND FAMILY SUPPORT
PROFESSIONS**

August 2013

INTRODUCTION

Spark NH is New Hampshire's governor-appointed Early Childhood Advisory Council (Council). It is a private-public partnership that works to create a comprehensive coordinated system of programs and supports for young children and their families. Workforce development is an essential Council strategy for improving early childhood education services for young children. Specifically the Council's Workforce and Professional Development Committee is working to enhance the state's capacity for the recruitment, retention, advancement, and support of qualified professionals across early childhood programs via education, training, and credentialing. (Kipnis, 2013, p.1)

Recently a New Hampshire Early Childhood Higher Education Inventory was completed to review the state's early childhood education and special education degree programs.

In July 2013, Spark NH requested that UNH professor Michael Kalinowski review selected higher education programs other than early childhood education and special education that require or recommend coursework in early childhood as a component of their training. The objective was to provide a deeper understanding of the range and focus of such programs, and to clarify the amount and level of course work devoted to early childhood.

This report reviews nine majors and concentrations in accredited NH institutions of higher education: Social Work, Family Support, Human Services, Nursing, Occupational Therapy, Physical Therapy, Speech Pathology, Psychology, and Public Health. Programs are analyzed at the Associate, Bachelor, and Masters degree levels.

Key Findings

Institutions

- ❖ There are 25 degree granting, higher education institutions in New Hampshire that offer at least one accredited program that trains early childhood professionals in Health and/or Family Support professions.
- ❖ Twelve (12) of these institutions offer related Associate degree programs.
- ❖ Seventeen (17) of these institutions offer related Bachelor degree programs.
- ❖ Eight (8) of these institutions offer related Masters degree programs.

Programs

- ❖ The disciplines with the greatest number of related programs in New Hampshire are Nursing (22), Psychology (20), and Human Services (11).
- ❖ The largest number of Associate Degree programs that offer courses related to Young Children are Nursing, (9) Human Services (6), and a tie between Psychology and Speech Pathology (2 each).
- ❖ The largest number of Bachelors Degree programs that offer courses related to Young Children are Psychology (16), Nursing (9) and Human Services (5).
- ❖ The largest number of Masters Degree programs that offer courses related to Young Children are a tie between Psychology and Nursing (4 each), followed by a tie between Public Health and Family Support (2 each).

Courses

- ❖ Overall, the largest number of somewhat related courses in Health and Family Support (HFS) programs is a lifespan human development course. The greatest number of courses consists of early childhood program electives, usually selected from a limited list. Then come early childhood theory and early childhood practice courses. The fewest courses fall under either supporting course electives, or a combination of fieldwork, internships, or clinical experiences.
- ❖ At the Associate degree level there are a significant number of lifespan human development courses but few early childhood related courses.

❖ At the Bachelors degree level there are a roughly equal number of lifespan, theory and practice courses, but few fieldwork, internships, or clinical experiences.

It is at the Masters degree level that one finds more fieldwork, internships, or clinical experiences, and a roughly equivalent number of theory and practice courses.

Conclusion

❖ If the question is "What is available to students in higher education that want to take one course related to young children?" then the answer is lots of opportunities are available.

❖ However, if the question is how deep is the preparation of our professionals in Health and Family Support to work directly with young children, then the answer is that more theoretical, practical, and experiential courses should be considered.

Recommendations

❖ Initiate a discussion with HFS program faculty and staff in NH institutions of higher education regarding the importance of training professionals that have a good understanding of child development and best practices with young children.

❖ Create stronger and continuous relationships with HFS colleagues so that they are better able to work closely with early childhood professionals.

❖ Develop a NH marketing campaign to educate HFS professionals and the public regarding early childhood and the unique needs of young children.

❖ Set a precise five-year goal for increasing the amount of early childhood course work that should reasonably be required for HFS graduates at the Associate, Bachelor and Masters levels.

Strategic Plan: 2014–2018

www.endowmentforhealth.org

New Hampshire's prosperity depends on healthy people, strong families and vibrant communities. We envision a culture that supports the physical, mental and social well-being of all people—through every stage of life.

Our Priorities



Improving the Behavioral Health of Children and Their Families

- Strengthen leadership and advocacy capacity
- Improve the coordination of public financing
- Expand the array of services and supports
- Institutionalize standards of practice

Advancing Health Equity for Racial, Ethnic and Language Minorities

- Strengthen leadership and advocacy capacity
- Engage those affected by inequities in the solutions
- Increase NH's understanding and application of equity principles
- Integrate health equity across the Endowment's priorities

Ensuring the Healthy Development of Young Children

- A year of planning in FY 2014
- Engage in learning and dialogue with stakeholders
- Identify opportunities for the Endowment's unique roles
- Craft a research agenda
- Develop a strategic initiative

Ensuring the Health and Dignity of Elders

- A year of planning in FY 2014
- Engage in learning and dialogue with stakeholders
- Identify opportunities for the Endowment's unique roles
- Craft a research agenda
- Develop a strategic initiative



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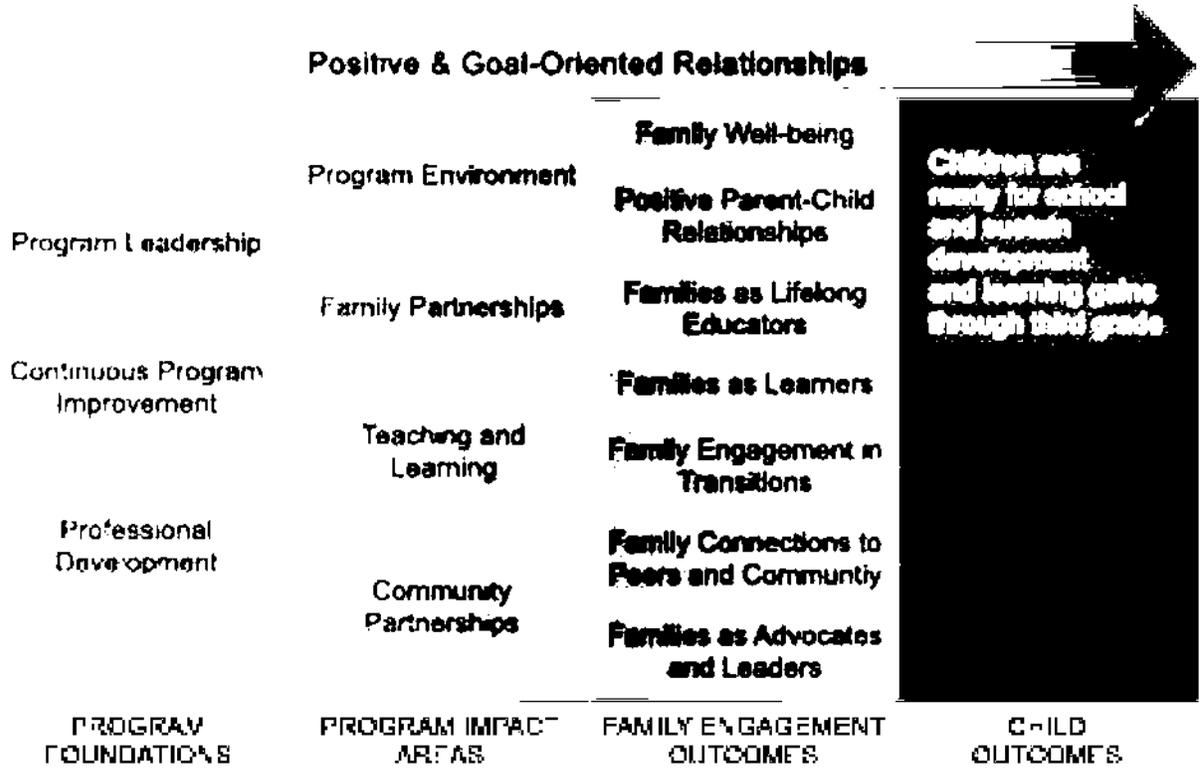


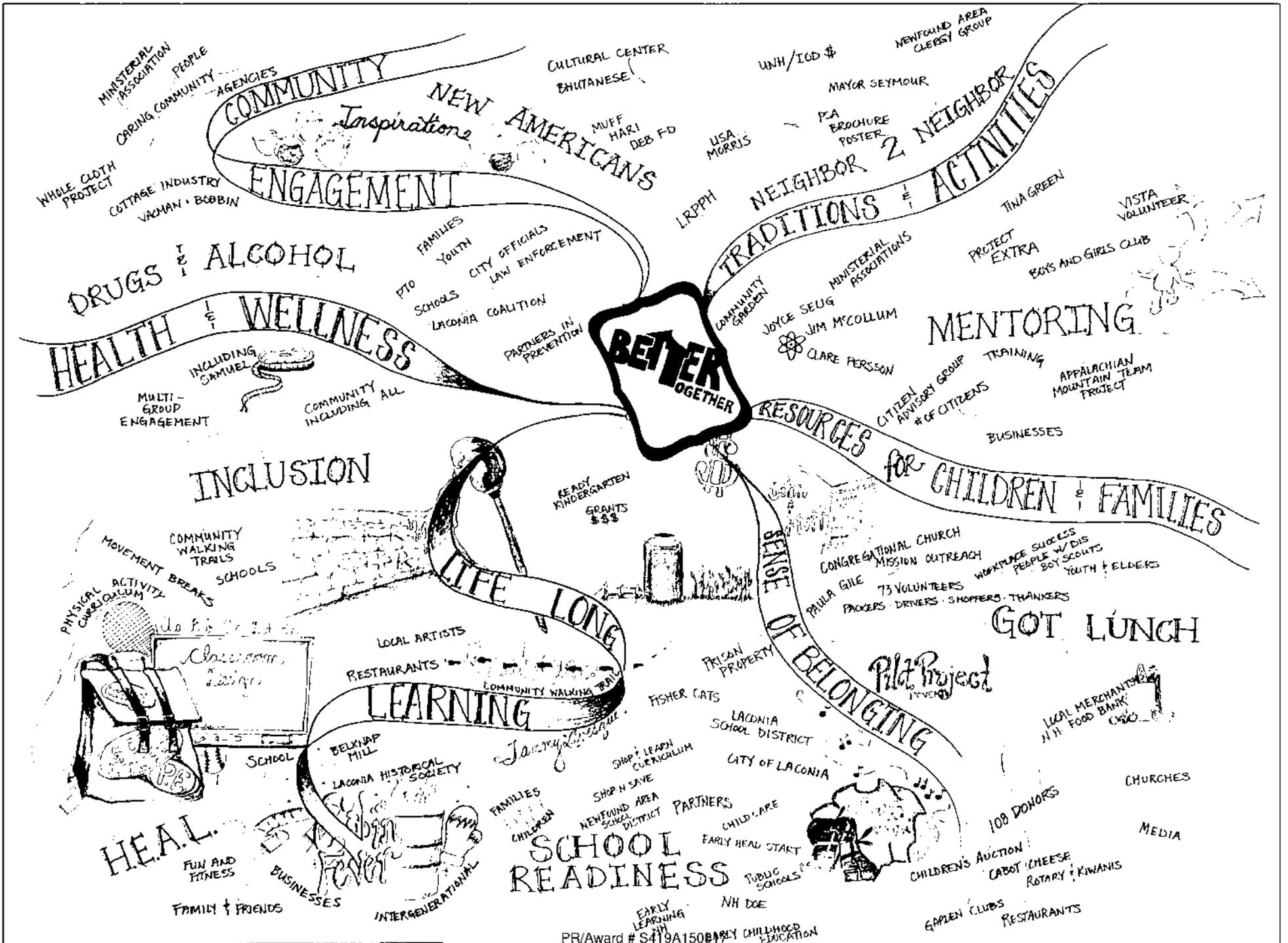
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TECHNICAL REPORT: KINDERGARTEN EARLY LEARNING SCALE

September 2014

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Grateful acknowledgement is made to Monica DellaMea and Clayton Burch of West Virginia Department of Education for their support of this project.

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Introduction

In the age of accountability, data collection seems to be in vogue. Data are now routinely collected nationwide on children, classrooms, and teachers. States across the country are implementing comprehensive assessment systems. A comprehensive assessment system is “a coordinated and comprehensive system of multiple assessments—each of which is valid and reliable for its specified purpose and for the population with which it will be used—that organizes information about the process and context of young children's learning and development in order to help early childhood educators make informed instructional and programmatic decisions.” (US Department of Education definition)

The relevant literature has classified two types of assessment, summative and formative. Summative assessment provides teachers with a snapshot of student understanding. Also called assessment of learning (Stiggins, 2002; Earl, 2005), summative assessments can be a grade on a test or also one on a report card at the end of a marking period. Formative assessment, on the other hand, provides teachers with a tool to ameliorate student achievement while informing instruction (Frobieter, Greenwald, Stecher, & Schwartz, 2011).

Formative assessments are a critical component of comprehensive assessment systems. The definition noted by the Council of Chief State School Officers (CCSSO) seems to best capture the essence of formative assessment. It is defined as, “a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.” (Formative Assessment Advisory Group and Formative Assessment for Teachers and Students (FAST) and The State Collaboratives on Assessment and Student Standards (SCASS), 2006).

Black and William argue formative assessment is at the heart of effective teaching. In 1998, they conducted a review of more than 250 articles on formative assessment. Based upon the results, they concluded formative assessment does “improve learning.” Evidence gathered showed an effect size between .4 and .7. Demonstrating that strengthening formative assessment practices leads to significant and positive learning gains.

The Formative Assessment Process in the Early Childhood Classroom

The process of assessing what young children know and can do poses particular challenges. The traditional approach used for assessing older children is not appropriate for young learners (Ackerman & Coley, 2012; Snow, 2012). In early childhood, each child experiences different rates of growth in their physical, motor, linguistic, and emotional development (Dunphy, 2010; Shepard, et al.). Assessing children is often “unreliable” as young children’s performance is not necessarily consistent over even short periods of time, and contextual influences and emotional states are especially relevant for this group (Epstein, Schweinhart, DeBruin-Parecki, and Robin, 2004). In particular, young children develop at vastly different rates and their developmental and learning patterns can be episodic, uneven, and rapid (Bowman, Donovan, & Burns, 2011; Ackerman & Coley, 2012). For these reasons, tests administered at one point in time alone may not provide an accurate picture of the child’s concept knowledge, skills, or understanding.

Teachers need an effective evaluation instrument to understand children's development and to help guide their instruction. This instrument should allow them to collect evidence about what students know, determine their skills, and measure their strengths and weaknesses. Reflecting on the data they have collected, teachers can modify their instruction (Büyükkarci, 2014) to identify and reduce gaps in student understanding and provide a pathway for future learning and growth (Black & Wiliam, 1998a; Heritage, 2007, 2008; Sadler, 1989).

An integral part of effective teaching, formative assessment is a systematic process teachers use to gather evidence and provide feedback about student learning, concept understanding, and growth (Black & Wiliam, 1989; Heritage 2007, 2009; Sadler, 1989; Shepard, Kagan, & Wurtz, 1998). By reflecting on student data, teachers determine the current level of understanding, identify gaps in learning, and develop a plan to move toward an educational goal. Most important, teachers use formative assessment to guide their instructional decisions (Stiggins, 2002) when developing plans for, and working with, individual children.

Riley-Ayers, Stevenson-Garcia, Frede, & Brenneman (2012) suggest teachers of young children become participant-observers and engage in an iterative process over time. They can implement a formative assessment process that includes: (1) observing and investigating young children's individual behaviors as a seamless part of instruction, (2) documenting and reflecting on the evidence, (3) analyzing and evaluating the data in relation to set goals or a trajectory of learning, (4) hypothesizing and planning which considers what the children are demonstrating and the implications for instruction, and (5) guiding and instructing where the data helps the teacher target the needs of the children and scaffold their learning to the next level.

The Kindergarten Early Learning Scale

The Kindergarten Early Learning Scale (KELS) was developed in response to a need in the field for a concise observational assessment for young children. Important decisions about the content of the instrument were made, based on several criteria. The items assessed represent the development of kindergarten children, are measurable (observable), develop on a continuum (to see growth and development over time), and are critical to present and future learning (as noted by research).

The KELS examines three domains including (1) Math/Science, (2) Social Emotional/Social Studies, and (3) Language and Literacy, with a total of 10 items across the domains. The items are Number and Numerical Operations, Classification and Algebraic Thinking, Geometry and Measurement, Scientific Inquiry, Responsible Conduct, Habits of Learning, Oral Language, Phonological Awareness, Reading, and Writing. The KELS uses a 5-point continuum with indicator levels at 1, 3, and 5. Scores reported for each of the 10 items are based upon observational evidence collected by the teacher over a period of roughly three months.

Method

Participants

Teachers

In 2013, teachers in 12 counties in a state in the Appalachian region were recruited to participate in the KELS pilot program. A total of 376 teachers participated in the pilot program and 66 teachers from 37 schools from 12 counties were purposely selected to participate in the study based upon the school's location and the teachers' reliability scores. All participating teachers held a bachelor's degree or higher.

Students

As part of the KELS pilot program, each teacher collected anecdotes on 10 randomly selected children in his or her classroom from August 15, 2013 through October 15, 2013. From the 660 children selected by the teachers, NIEER data collectors randomly selected five children to participate in the study from each class. If a child was absent, the next child on the randomly created list was selected. The sample of participating kindergarten children consisted of 276 mostly white children, with a near-split of boys and girls, from 66 classrooms from 37 schools in 12 counties across the state. The mean age of the children was 5.84.

Table 1

		N	%
Gender	Male	139	50.4%
	Female	137	49.6%
Ethnicity	Black	15	5.4%
	Hispanic	4	1.4%
	White	248	89.9%
	Missing	9	3.3%

Training on the KELS

Teachers need to know how to use formative assessment to evaluate a child's progress and also to make positive changes to their teaching pedagogy (Shepherd, et al.). Yet, many teachers enter the field unprepared when it comes to assessment in general, and more specifically assessment for learning (Stiggins, 2002). Additionally, Bergan, Sladeczek, Schwarz, and Smith (1991) question whether teachers (1) know the skills and concepts they should be observing in their students, and (2) know how to observe accurately. Heritage (2007) suggests professional development trainings provide teachers with opportunities to develop (1) domain knowledge, (2) pedagogical content knowledge, (3) knowledge of students' previous learning, and (4) knowledge of assessment.

To help teachers implement the KELS tool successfully in their classroom, tiered approaches were offered for training. Schools and teachers participating in the study committed to a training program, which included both onsite support and online training. A one-day on-site workshop was provided to district coaches working with the school districts in this study. The onsite training program began with an introduction to the KELS, along with a focus on observation and quality documentation. These coaches were used to support the teachers in implementing KELS in the classroom. The amount of support provided varied depending on the coach.

Teachers participated in the online training program (OTP). The program is self-paced and allows teachers to work alone or in groups. Each module in the OTP aligns with best practices for child development, teaching strategies, and current research. This provides teachers with a foundation for using the KELS to inform and improve their instruction and augment student achievement.

Each participant was supplied with a Guide Book. The Guide Book provides detailed information on the KELS, each domain, and each item. Specifically, each item includes a research base, continuum descriptions, ideas for teaching and documenting, sample anecdotes, and a list of resources for further reading. Also included in the Guide Book are the forms needed to implement the KELS including the anecdotal record forms, class record form, and child accomplishments summary form, which is used to communicate with parents regarding the child's development and growth.

The last step in the training process was the teacher's reliability on the instrument. After teachers were trained on the instrument, and implemented the KELS in their classroom for a least one score period for practice and familiarity with the instrument, they were assessed on scoring the KELS. More details about the reliability assessment follow.

Inter-rater Reliability Assessment

Inter-rater reliability was assessed to determine teachers' reliability of scoring data using the KELS instrument. The first step was generating six complete folios for the KELS assessment. These were collected from data in the field and collated to create complete folios with sufficient data to score each of the 10 items. Experts in the field of early childhood education, elementary education, and performance-based assessment, reviewed and scored the folios. An agreed-upon score of 1-5 was determined through discussion and clarification of the evidence for each item in the six folios. The expert score is considered the true score for the item. The teachers were given 3 folios out of the six to review and score using the online system. Agreement with the expert scores determined the teachers' reliability score. The reliability score is a percentage total exact agreement out of 30 items (10 items times three folios). To achieve reliability, teachers had to score 22 of 30 items correctly achieving between 73 and 100 percent agreement.

Concurrent Validity

Standardized, well-established instruments were used to evaluate the concurrent validity of the KELS. These were selected based on use in the field, appropriateness for kindergarten-aged children, and based on the content areas that the KELS examines. The chosen battery consisted of a language (receptive vocabulary), literacy, mathematics, and science assessment. Although the KELS evaluates the social and emotional development domain, a standardized assessment in this domain was not included, because the authors felt that at this time there was not a strong assessment available for the domain that closely matched the content of these items on the KELS. Often, social-emotional evaluation comes from teacher self-report measures (e.g., Social Skills Rating System) and this type of reporting would be too closely related to the teacher-reporting of the child's development on the KELS.

NIEER staff trained data collectors (DC) on the three standardized assessment measures (described below). Following the one-day training, data collectors were successfully shadowed by expert staff on two iterations of the assessments for reliability. After two iterations of assessments, each of the data collectors achieved 100% reliability.

Direct Assessment Measures

The *Peabody Picture Vocabulary Test—Third Edition (PPVT-III)* (Dunn & Dunn, 1997) is a 204-item test of receptive vocabulary in standard English. The PPVT is predictive of general cognitive abilities and is a direct measure of vocabulary size. The rank order of item difficulties is highly correlated with the frequency with which words are used in spoken and written language. The test is adaptive (to avoid floor and ceiling problems), establishing a floor below which the child is assumed to know all the answers and a ceiling above which the child is assumed to know none of the answers. The test is reliable based on reported split-half reliabilities or test-retest reliabilities. The PPVT has shown concurrent validity (e.g., Qi, Kaiser, Milan, & Hancock, 2006) and the results of these tests are found to be strongly correlated with school success (Blair & Razza, 2007; Early, et al., 2007).

The *Woodcock-Johnson Psycho-Educational Battery—Third Edition (WJ-III)* (Woodcock, McGrew, Mather, & Schrank, 2001) includes multiple subtests. Only the *Applied Problems* and *Letter-Word Identification* subtests were used in this study. *WJ* was normed on a stratified random sample of 6,359 English-speaking subjects in the United States. Correlations of the *WJ* with other tests of cognitive ability and achievement are reported to range from .60 to .70. This measure has been used in numerous large-scale preschool studies (e.g., Early, et al., 2007; Wong, Cook, Barnett, & Jung, 2008).

The *Preschool Science Assessment (PSA)* (Greenfield, Dominguez, Greenberg, Fuccillo, Maier, & Penfield, 2010) is an Item Response Theory (IRT)-based direct assessment of science knowledge and content skills (Greenfield et al., 2012). This assessment was specifically designed and validated to detect growth in children in the Head Start population. The assessment consists of 80 items covering a range of science process skills (e.g., describing, comparing, predicting, experimenting, reflecting) and science content from “life science,” “earth and space sciences,” and “physical and energy sciences.” Children point to the word provided by the test assessor or use manipulatives to display understanding. Pearson reliability was calculated to be

KELS Items

- Item 1: Number and Numerical Operations
 - Item 2: Classification and Algebraic Thinking
 - Item 3: Geometry and Measurement
 - Item 4: Scientific Inquiry
 - Item 5: Responsible Conduct
 - Item 6: Habits of Learning
 - Item 7: Oral Language
 - Item 8: Phonological Awareness
 - Item 9: Reading
 - Item 10: Writing
-

.93 using a Rasch model, indicating a high likelihood that repeated assessment would yield similar scores across children. Discriminant and convergent validity (Osterlind, 2006) were demonstrated. PSA scores improved from fall to spring, showing moderate correlations with math and language scores, smaller positive correlations with approaches to learning, and negative correlations with problem behaviors (Greenfield et al., 2012).

Results

KELS

Table 2 provides KELS descriptive statistics by item and subscale. Oral Language, Item 8, showed highest mean score while Scientific Inquiry, Item 4, showed lowest mean score. The range of scores is 1-5 for each item demonstrating that all items had scores across the full range of possible scores.

Table 2. KELS Descriptive Statistics

	N	Mean	SD	Range
ITEM1	255	2.36	1.02	1 - 5
ITEM2	260	2.31	1.08	1 - 5
ITEM3	241	1.65	1.07	1 - 5
ITEM4	243	1.63	0.86	1 - 5
ITEM5	268	2.43	1.38	1 - 5
ITEM6	267	2.19	1.21	1 - 5
ITEM7	261	2.72	1.25	1 - 5
ITEM8	261	2.56	1.35	1 - 5
ITEM9	259	2.54	1.01	1 - 5
ITEM10	271	2.18	1.02	1 - 5
KELS Math Subscale	266	2.09	0.92	1 - 5
KELS Social/Emotional Subscale	272	2.30	1.21	1 - 5
KELS Language and Literacy Subscale	274	2.48	1.00	1 - 5

Reliability

Reliability concerns the quality of the instrument used. To demonstrate reliability, Creswell (2008) stated, an instrument must be stable and consistent. A reliable research instrument produces clear, consistent, and understandable results (Creswell) in various contexts (McMillan & Schumacher, 2006). McMillan and Schumacher suggested enhancing the reliability of an instrument by offering consistent directions each time it is used, providing the same amount of

time to respond to the questions, and conducting the research at the same time of day. The evaluation protocol followed these guidelines and was administered as written.

Internal Consistency

Cronbach’s alpha, which demonstrates internal consistency of the measure, was calculated for each of the domains on the KELS. Each domain included between two and four items. All of the three domains showed alpha at .85 - .86. The alpha for the KELS as a whole was .92, indicating that the KELS was measuring a single construct reliably.

Table 3. KELS Internal Consistency

	Cronbach’s Alpha
Math	.85
Social/Emotional	.85
Language	.86
Total Items	.92

Inter-rater Reliability.

Inter-rater reliability, also known as criterion-related observer reliability, is the extent to which the trained observer’s scores agree with those of an expert observer (Borg, Gall, & Gall, 1989). It is important because it declares that the trained observer understands the variables measured in the instrument with the same efficacy as an expert observer. Table 4 shows that 65 percent of the teachers achieved greater than 60 percent agreement with the true scores on the three reliability folios. The average reliability score was .70.

Table 4. KELS Reliability Score Details

Inter-rater Reliability	Number of Teachers	Percent
.4 to .5	8	12
.5 to .6	15	23
.6 to .7	21	32
.7 to .8	6	9
.8 to .9	2	3
.9 to 1	14	21
Total	66	100

Validity

Validity is a crucial concern when selecting an instrument or instruments for an evaluation study (Lynn, 1986). The *Standards for Educational and Psychological Testing* state, “Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed use of tests” (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, p. 9). A valid instrument such as an observation, interview, questionnaire, or test, should measure what it purports to measure (Kelley, 1927; Lynn; Williams & Monge, 2001). Valid instruments are considered to be accurate and appropriate (Diamond, Luke, & Uttal, 2009; Sullivan, 2011). With certain types of validity, outside subject-matter experts may be asked to weigh in on the validity of the instrument.

Criterion-related validity is how well the test predicts an outcome (Cronbach & Meehl, 1955). One type of criterion-related validity is concurrent validity. Concurrent validity requires both the test and criterion measures be collected at the same time (Creswell, 2008). Using concurrent validity, researchers collect current information about knowledge and skills. This type of validity allows researchers to determine the validity of an instrument by computing a correlation with an existing instrument or instruments (Cronbach & Meehl, 1955). A high degree of correlation between the two instruments provides evidence supporting that the new instrument measures the same underlying dimension equally effectively.

Direct Assessments Descriptive Statistics

Table 5 presents descriptive statistics for the direct child outcome variables in this study for the total sample (N = 276).

Table 5. Direct Child Assessment Scores

	N	Mean	SD	Range
PPVT Raw	276	80.81	14.02	33 - 121
WJ1 Letter-Word	276	17.71	6.24	5 - 54
WJ10 Math	275	17.81	3.69	8 - 28
PSA Scaled Score Science	276	615.64	47.94	485 - 767

Concurrent Validity Correlations

Pearson correlation analysis was used to estimate the associations of KELS with direct assessment (see Table 6). The size of these associations varied based on domain. The correlation coefficient between KELS and direct assessment of similar constructs range from .17 to .52. Children’s math and language and literacy scores as assessed by KELS were similar to their scores in direct assessment in those domains: WJ10, PPVT, and WJ1 respectively. The strongest association was found between KELS Language and WJ 1 Letter-Word Identification score ($r = .52, p < .001$). Children’s science as assessed by KELS was not as similar to its direct assessment assessed by PSA, though it was significant statistically ($r = .17, p < .01$).

Table 6. Correlations between KELS Subscale and Direct Child Assessment

	Math	Science	Social Emotional	Language and Literacy
PPVT Raw	.333 ^{***}	.286 ^{***}	.281 ^{***}	.428^{***}
WJ1 Letter-Word	.448 ^{***}	.313 ^{***}	.197 ^{**}	.519^{***}
WJ10 Math	.427^{***}	.299 ^{***}	.303 ^{***}	.453 ^{***}
PSA Scaled Score Science	.236 ^{***}	.167^{***}	.159 ^{***}	.389 ^{***}

To further examine the relationships between the KELS and the direct assessments, correlations at the item level were conducted. Table 7 presents the associations between KELS items and the direct child assessments. Two math items, Item 1 Number and Numerical Operations and Item 3 Geometry and Measurement, demonstrate their highest correlations with WJ10 Math standardized assessment as expected. Item 2, Classification and Algebraic Thinking, significantly correlates with WJ10 math, but has a larger correlation with WJ1 Letter-word. This may be because Item 2 asks children to use language to describe their classifications. Item 7, Oral Language, correlates most highly with the PPVT scores. This makes total sense as the PPVT is a receptive vocabulary assessment closely aligned with language and vocabulary understanding and these skills are tapped into by Item 7 on the ELS. Items 8 and 9, Phonological Awareness and Reading respectively, demonstrate the highest correlations with WJ1 Letter-word which is an assessment of literacy and the expected outcome.

Table 7. Correlations between KELS Item and Direct Child Assessment

	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10
PPVT Raw	.305 ^{***}	.311 ^{***}	.273 ^{***}	.286 ^{***}	.255 ^{***}	.272 ^{***}	.434^{***}	.370 ^{***}	.431 ^{***}	.222 ^{***}
WJ1 Letter-word	.405 ^{***}	.443 ^{***}	.329 ^{***}	.313 ^{***}	.191 ^{**}	.160 ^{**}	.420 ^{***}	.466^{***}	.551^{***}	.250 ^{***}
WJ10 Math	.448^{***}	.359^{***}	.352^{***}	.299 ^{***}	.295 ^{***}	.265 ^{***}	.424 ^{***}	.356 ^{***}	.449 ^{***}	.258 ^{***}
PSA Scaled Score Science	.230 ^{***}	.257 ^{***}	.146 ^{**}	.167^{**}	.143 [*]	.147 [*]	.326 ^{***}	.370 ^{***}	.348 ^{***}	.197 ^{***}

Discussion

The mean scores of the KELS assessment for kindergarten children in the first score period of the year (August-October) were consistent with expectations. Means ranged from 1.63 to 2.56 on the five point scale. It is not surprising that the Oral Language item demonstrated the highest mean. This state offers a state-funded prekindergarten-for-all program that enriches children's language experiences during the early years of school. The range of scores on each of the KELS items provides support for the understanding that children enter kindergarten with varying degrees of skills. Using the KELS will provide the necessary evidence for teachers to understand each child's level of development to more accurately plan individualized and intentional instruction.

Findings from this research support the concurrent validity and reliability of the KELS for kindergarten children. The psychometric properties of the ELS are comparable to published instruments in the field of early childhood that use a similar observation approach (Teaching Strategies, 2013; Meisels, Xue, & Shablott, 2008; Meisels, Liaw, Dorfman, & Nelson, 1995). Teachers were able to achieve acceptable reliability with a mean of .70 on the instrument. This indicates that teachers are able to effectively score data consistently across programs.

Further, results demonstrated acceptable levels of validity with moderate relationships with standardized measures in appropriate and meaningful ways. The KELS Oral Language item correlated with the PPVT (.434) and the literacy items on the KELS correlated moderately with the WJ Letter Word Identification Subtest (.446, .551). Similarly for the math domain, the WJ Applied Problems math assessment correlated well with the KELS math items (.448, .359, .352).

With strong support for the relationship of the cognitive components of the KELS with standardized measures we expected to see similar results for the Scientific Inquiry item on the instrument. However, we see that the relationship between this item on the KELS and the PSA has a significant, but rather low correlation. Other published observational instruments similar to the KELS have not reported on the concurrent validity of science items in the literature. This may be because of the lack of effective standardized science assessments for young children. However, with the development of the PSA we decided to include this new instrument in our study. Although the results were not what we expected, several explanations can be offered for the low correlations.

It is important to note that the scientific inquiry process was included in the KELS as an important domain of learning for young children. Specific science content was not included in the instrument, as content topics vary widely from classroom to classroom, and there is not an established consensus of content specific for kindergarten. It is also difficult to place specific content knowledge onto a continuum. However, the scientific inquiry process provides insight across curricula and can be evaluated through any content. This process is a vehicle to learn scientific content knowledge and can easily be assessed in any classroom.

The relationship with the PSA may have been lower as most primary and elementary teachers have not had a solid foundation on how to approach scientific inquiry in their classrooms. Teachers cite a variety of reasons for avoiding science in their classrooms including fear, lack of confidence, dislike for the topic, no pre- or in-service training, or a misunderstanding of science altogether (Appleton, 2003; Davis & Smithey, 2007; Michaels, Shouse, & Schweingruber, 2008; Watters & Diezmann, 1998). Given these reasons for avoiding

science, teachers may rely on language and mathematics to teach science. For example, instead of allowing the children to engage in a hands-on science, teachers may conduct an experiment with the children watching and follow it with a discussion. Teachers may ask the children to read or create graphs to document weather patterns or changes in the seasons. Or, teachers may read the science textbook or informational text to the children. These examples provide support for the language and literacy and mathematics domains, rather than for science.

This demonstrates the high use of language and literacy in scientific inquiry and the relationship between math and science in the classroom. Therefore, it seems reasonable that the Scientific Inquiry item on the KELS related more to the PPVT, WJ1, and WJ10 than the PSA (which may be more based in content understanding and scientific background knowledge). Future studies will need to be conducted to further research this relationship. It is our hope that continued work in early science education will yield additional science assessments that will be more closely aligned with the *KELS* approach to science through inquiry.

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Early Learning Scale Technical Report

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September 2010

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Grateful acknowledgement is made to Dr. Colleen Malleo and Barbara Diaz at the Passaic School District in New Jersey for their support of this project and to the master teachers and teachers in that district for their work with and feedback on the instrument. We also thank Amanda Colón for her organization of the data collection and entry and Judi Stevenson-Boyd for her contribution to the instrument and her assistance with the administration of the training. Finally, we wish to recognize Dr. Gera Jacobs for her adoption of the instrument in South Dakota and additional data collection for this research study.

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The Early Learning Scale (ELS; Riley-Ayers, Boyd, & Frede) is a systematic assessment for preschool children conceptually derived from the New Jersey Early Learning Assessment System- Language Arts Literacy (ELAS-L; Wolock et al., 2003) and Math (ELAS-M; Whelan, Boyd, & Frede, 2007). It is designed for teachers to assess children's progress toward learning standards such as the *Head Start Child Outcomes Framework* and the State Learning Expectations. This assessment is a concise, performance-based measure using student data collected through observation and work samples. Data is analyzed using research-based benchmarks and assigned a score on the 5-point continuum. This is a manageable system with 10 items that provide the teacher valuable data to inform instruction and improve student learning across domains. In addition, since this system is based on state early learning standards and current research and is not curriculum-specific, the ELS can be used in any classroom.

The National Institute for Early Education Research (NIEER) developed this observation-based performance assessment in response to a request by educators for a comprehensive, standards-based assessment system capable of informing instruction and making an impact on teaching and learning. Standardized tests are not an appropriate response to this request and often are misused. Teachers need a formative, on-going assessment tool for their classroom.

Performance-based assessments are necessary because children change from situation to situation and day to day. Performance assessments are able to capture children's skills and knowledge in real life over time. This type of assessment system also compares children to themselves, is comprehensive, and focuses on strengths and interests, which differs greatly from standardized tests. Lastly, and perhaps most important, this assessment approach informs teaching and can be easily used to communicate with parents in a meaningful way about their child's growth and development during the preschool years.

The Instrument

The ELS examines three domains with a total of 10 items across the domains. Within each item are strands that further delineate the items for more focused observation. The 5-point continuum has indicators at levels 1, 3, and 5. Scores are reported for each of the 10 items.

Domains and items that are included are measurable, develop on a continuum, and are critical to present and future learning. The ELS includes items in math/science, social emotional/social studies, and language arts literacy. The Early Learning Scale does not provide a continuum for the arts and physical development. At the preschool level, standards dictate children should begin to explore and develop an appreciation for the arts. However, a child's appreciation of something is difficult to observe and not appropriate to place on a continuum. Additionally, physical development is usually best assessed using a checklist rather than a continuum. The two domains are included because of their importance for teachers to notice and intervene when concerns arise. So, we provide the research base and a location to collect evidence, but these areas are not scored on the continuum.

Training and Support Approach

Comprehensive training and sustainability are the foundation for implementation of the ELS. Entities using the system are required to commit to intensive training. The training consists of an introduction to the system and assessment approach including focused observation and quality documentation. Child development, effective teaching strategies and current research permeates each training module and provides teachers the foundation for effectively utilizing this assessment to inform and improve instruction. Educators learn the system over time and practice using the instrument during training sessions and in the classroom, first in small pieces and then as a whole. Analyzing data, assigning scores, and planning instruction based on this information is presented and demonstrated. Training groups are kept small to ensure adequate opportunities for questions and discussion, small group work, and individualized support.

Individualized support is enhanced by the inclusion of coaches (master teachers) in the initial training. Another key component of the training is coach-led workgroups where a group of teachers comes together with their coach as facilitator to present and discuss student work. This provides the teachers the opportunity to seek support from their colleagues and engage in educational discussions regarding using assessment to drive instruction. Lastly, we encourage coaches to work with teachers in the classroom on an individual basis.

Teachers implementing the ELS are trained by the coaches or master teachers. NIEER representatives offer support and guidance. Work groups and classroom coaching will continue to be a necessary component of the implementation of the instrument.

Training modules are supported by the Guide Book, which accompanies the instrument and offers teachers detailed information about the system and about each domain and item. For each item, the Guide Book provides a research base, continuum descriptions, ideas for teaching and documenting, sample anecdotes, and a list of resources for further reading on the topic. The Guide Book also includes all the necessary forms for implementation including the anecdotal record forms, class record form, and child accomplishments summary form, which is used for communication with parents about the child's development.

A final component of the training approach is assessment of teachers' reliability on the instrument. Once the teachers have been trained with the instrument and implemented it in their classrooms for at least one score period (1/3 of the year), they are assessed on their scoring of data using the instrument. The process is outlined in more detail below. Teachers who reach 70 percent reliability are considered independent with the instrument, those between 60 and 69 percent need more intensive support beyond the work groups and will require more one-to-one coaching in their classrooms. Teachers scoring below 60 percent agreement need to be retrained.

Reliability

Inter-rater reliability was assessed for the ELS to determine teachers' reliability of scoring data using the ELS instrument.

Sample

Fifty-seven teachers in one large urban district in New Jersey participated in the training and reliability assessment for the ELS. They all hold a bachelor's degree or higher and have an average of four years teaching experience. Approximately half of the teachers had already been trained and used a performance-based assessment system before being trained with the ELS. Four trainers of ELS were also administered the reliability assessment.

A second group of educators were included in the reliability assessment. In South Dakota, three types of educators were trained with the ELS. Twenty-nine trainers learned the ELS as a part of South Dakota's Early Learning Guidelines (ELG) Trainers Training. Another cohort included seven prekindergarten teachers and two prekindergarten administrators who received training on the ELS along with the South Dakota's ELG. Lastly, 13 practicum students were trained in ELS as part of their practicum seminar.

A second cohort of teachers from a New Jersey school district were trained by NIEER and worked with the instrument. Reliability data then was collected. A total of 17 teachers completed the training and assessment.

Procedures

The first step for the reliability assessment was to generate six complete folios for the ELS assessment. These were collected from data in the field and collated to create six complete folios with sufficient data to score each of the 10 items. Then, experts in the field of early education and performance-based assessment reviewed and scored the folios. An agreed-upon score of 1-5 was determined through discussion and clarification of the evidence for each item on the six folios. This score is considered the true score for the item and teachers' exact agreement with the scores determine their reliability score.

In New Jersey, 57 teachers independently scored three folios (total 30 items across three children) directly following their initial training in ELS. The second collection of three folios (total 30 items across three children) was scored after 3-6 months of using the instrument in their classrooms. In South Dakota, the reliability assessment for all participants occurred directly following the ELS training. The third group of teachers scored three folios after training and one score period of use with the instrument.

Reliability Results

The average reliability for all 57 teachers in New Jersey across the two administrations of the reliability assessment is 71 percent. After item analysis of the reliability folios we noted that for six items (one from the first administration and five from the second administration) more than 40 percent of the teachers agreed that the score was different than the determined

true score. This indicates that there may be an issue with the item. When the average reliability is re-examined with these six items removed it increases to 77 percent. Similarly, for the four trainers who were assessed for reliability, the average reliability increases from 91 to 98 percent. See Table 1 below for further details of the breakdown of teacher reliability.

Table 1. NJ ELS Reliability Data

	All Items	Six Items Deleted
Average Reliability (N=57)	71%	77%
Teachers Below 60% <i>Need retraining</i>	9 (16%)	1 (2%)
Teachers between 60 and 68% <i>Need support.</i>	16 (28%)	15 (26%)
Teachers at 70% or Higher <i>Independent</i>	32 (56%)	41 (72%)
Trainers' Reliability (N=4)	91%	98%

The average reliability for the three cohorts of educators in South Dakota ranged from 73.5 to 77.6 percent average agreement. South Dakota participants completed one reliability administration set of three folios for reliability. See Table 2 for further details.

Table 2. South Dakota ELS Reliability Data

Trainers (N=29)	Average Agreement 77.5% Range 53 – 93% 24 trainers at 70% or above
Pre-K Teachers and Administrator (N=9)	Average Agreement 76.8% Range 70 – 90% 9 teachers at 70% or above
Practicum Students (N=13)	Average Agreement 73.5% Range 53 – 97% 9 students at 70% or above

The average reliability for the final group of teachers was 80 percent on the administration of three folios. See Table 3 for further details.

Table 3. NJ Cohort 2 ELS Reliability

	Three folios (all items)
Average Reliability (N=17)	80%
Teachers Below 60% <i>Need retraining</i>	1 (6%)
Teachers between 60 and 68% <i>Need support</i>	1 (6%)
Teachers at 70% or Higher <i>Independent</i>	15 (88%)

Validity

Validity was first analyzed by looking at internal consistency. The Cronbach’s alpha for the ELS instrument demonstrates high internal consistency at .91. Concurrent validity was also examined for the ELS by comparing it to established instruments. This research is described below.

Sample

Participants were 285 children from one district in NJ across 10 schools with 57 teachers. The classrooms were taught by the 57 teachers who were trained on the instrument, implemented it in their classrooms, and participated in the reliability component of the present study as NJ cohort 1.

Procedures

Five children were randomly chosen from each classroom to participate. The classroom teacher completed the ELS with the child by collecting data during the score period of November to February, evaluating the evidence and providing a score. Children were tested by NIEER assessors using the Early Literacy Skills Assessment (ELSA; DeBruin-Parecki, 2005) during one session and the Child Math Assessment (CMA; Klein & Starkey, 2006) on another day. These assessments took place between the beginning of February and mid-April.

These assessments best match the components of the ELS. A science instrument was not available for use and the social-emotional scales that were available at the time of the study

consisted of mainly teacher rating scales and would not be useful to establish concurrent validity for the ELS because that score is also determined by the teacher.

Measures

Early Literacy Skills Assessment (ELSA; DeBruin-Parecki, 2005)

The ELSA is a child assessment that measures four key principles of early literacy – comprehension, phonological awareness, alphabetic principle, and concepts about print. It has 23 items presented in a children’s storybook form, which in our experience makes it very attractive to children. There are two protocols that are both available in Spanish and English. One of the major advantages of the ELSA is that it assesses a broad range of language and literacy constructs including comprehension, phonological awareness, alphabetic principle, and concepts about print. An extensive investigation of the ELSA’s psychometric properties conducted by an outside evaluator found good reliability and validity. “Taken in sum, these results confirm the reliability of the ELSA as a measure of children’s early literacy skills. Furthermore, the consistency of the results supports the general validity of the ELSA constructs for assessing both English and Spanish-speaking populations” (p. 9, Cheadle, 2007).

This instrument was specifically selected because of its close match to the ELS. The inclusion of comprehension made it particularly aligned. The exception is that writing is not assessed through the ELSA but is included as an item on the ELS.

Child Math Assessment (CMA; Klein & Starkey, 2004)

The CMA was selected because it measures nine key principles of early math – counting, one-set addition and subtraction, two-set addition and subtraction, geometric reasoning, construction of equivalent sets, direct measurement, shape recognition, pattern duplication, and division. It has nine tasks presented in a hands-on form using manipulatives, which in our experience makes it very attractive to children. There are two protocols that are both available in Spanish and English. One of the major advantages of the CMA is that it assesses a broad range of math constructs. An extensive investigation of the CMA’s psychometric properties found good reliability and validity. “Test-retest reliability over a 14-day interval is .910, and Cronbach’s alpha over all tasks is .898. In addition, we administered the TEMA-3 along with the CMA in order to obtain concurrent validity with another standardized measure of early number knowledge. We obtained significant correlations between the CMA Composite Score and the TEMA Math Ability Score (.741 - .748). This is consistent with our prediction that the CMA would correlate well, but not completely overlap, with the TEMA because the CMA assesses a broader range of informal mathematical knowledge than the TEMA” (A. Klein, personal communication, July 5, 2007).

Results

Concurrent validity was examined using partial correlations to control for date of test administration because the NIEER assessments using the ELSA and CMA spanned such a large time frame around the score date for the ELS. Correlations were generally significant and low to moderate.

Language Arts/Literacy

The total ELSA raw score and the total ELS Language Arts/Literacy score correlated moderately at .36. The correlations between the ELS items and the ELSA total range from .23 to .33. ELS item number 10, Writing, correlation with ELSA is the lowest because the ELSA does not examine writing. The ELSA subscales correlate with the total score for ELS Language Arts/Literacy domain from .16 to .37. Phonological awareness correlates the lowest, and we have seen in the field that this is the item on the ELS that teachers struggle most with understanding and collecting accurate and meaningful data for evaluation. The other low correlation is comprehension and we believe that comprehension often poses a difficulty in assessing. This perhaps is the reason that a comprehension assessment was difficult to find. The ELSA does not provide concurrent validity on the comprehension component of the instrument in its technical report specifically because no early literacy assessment measuring comprehension was located. See Table 4.

Table 4. Correlations of ELSA and ELS

	Total Raw ELSA	ELSA Comprehension	ELSA Phonological Awareness	ELSA Alphabetic Principal	ELSA Concepts of Print
Total ELS Lang. Arts	.36**	.19**	.16**	.37**	.31**
ELS 7: Oral Language	.28**	.16**	.14*	.33**	.22**
ELS 8: Phonological Awareness	.33**	.23**	.22**	.29**	.20**
ELS 9: Print Awareness	.33**	.14*	.14*	.34**	.31**
ELS 10: Writing	.23**	.08	.04	.24**	.26**

* $p < .05$; ** $p < .01$

Math

The total Math/Science ELS domain and the CMA total score correlate significantly at .46. The correlations between the ELS Math/Science items and the CMA total range from .17 to .43. The lowest correlation is between ELS and the CMA subscales Equivalent Sets and Division. This is not surprising since these skills are not directly measured by the ELS. The highest correlation is between ELS Math/Science and CMA subscale counting, which is directly measured by the ELS. The correlations between the CMA total and the ELS Math/Science items range from .35 to .46, which are moderate. See Table 5.

Table 5. Correlations of CMA and ELS

	CMA Total	CMA Counting	CMA 1 Set Add/Sub	CMA Geometry	CMA Equiv. Sets	CMA 2 Set Add/Sub	CMA Measure-ment	CMA Shapes	CMA Patterns	CMA Division
Total ELS Math/ Science	.46**	.43**	.28**	.22**	.17*	.25**	.34**	.19**	.24**	.17**
1: Number	.42**	.47**	.28**	.15*	.13*	.21**	.36**	.16*	.22**	.12
2: Geometry	.38**	.34**	.16*	.19**	.18**	.22**	.24**	.17*	.19**	.18**
3: Observation	.35**	.32**	.21**	.20**	.15*	.16*	.21**	.18**	.22**	.10
4: Inquiry	.40**	.33**	.28**	.20**	.11	.27**	.31**	.15*	.19**	.19**

* $p < .05$; ** $p < .01$

Conclusion

The psychometrics of the ELS are comparable to published instruments in the field of early childhood that use the same assessment approach.

We found average inter-rater reliability of teachers to range from .71 to .77, while our trainers were considerably higher at .91 to .98. High/Scope Child Observation Record (COR) reports inter-rater agreement at .69 to .73 and .93 for research assistants (High/Scope Educational Research Foundation, n.d.). The Work Sampling System reports .88 agreement between two outside coders, but .68 and .72 for teachers with the outside coders (Meisels, Liaw, Dorfman, & Nelson, 1995) and this research is on grades kindergarten through third, not with preschool. Lastly, the Developmental Continuum from Creative Curriculum does not report inter-rater reliability (Lambert, n.d.).

The correlations for the ELS to the standardized measures range from .39-.46 on whole instrument comparisons [the ELS to the Early Literacy Skills Assessment (ELSA; DeBruin-Parecki, 2005) and the Child Math Assessment (CMA; Klein & Starkey, 2004)]; subscale relationships were lower again considering that the standardized tests, although closely aligned were not an exact match to what is assessed on the ELS (i.e., writing was not included in the standardized literacy assessment so there is no surprise that there was not a strong relationship between the writing subscale on the ELS and the ELSA total score). Other instruments report correlations between the instrument and standardized assessments. The COR correlated with the Cognitive Skills Assessment Battery in the range of .46-.62 (High/Scope Educational Research Foundation, n.d.) and the Work Sampling System reports .36-.75 correlated with the Woodcock-Johnson (Meisels, Bickel, Nicholson, Xue, & Atkins-Burnett, 2001).

Note that more than half the teachers in the ELS validity study had only used the instrument for one score period prior and the rest of the participants were using the instrument for the first time. We are confident that with further use of the instrument the teachers' reliability will continue to increase, which will improve the concurrent validity of the instrument. Additionally, all of the content measured on the ELS cannot be directly correlated to standardized measures, thus lowering the subscale correlations. Further examination of the reliability and validity of the ELS will shed light onto these issues.

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October 10, 2014

Mary Earick, Director of the Bureau of Integrated Programs
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Dear Dr. Earick:

The National Institute for Early Education Research (NIEER) at Rutgers University is pleased to write in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Development Grant. New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a tiered quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

We understand that one component of New Hampshire's approach to providing high-quality birth through grade 3 programming will be to engage in a systematic formative assessment approach for preschool and kindergarten. NIEER understands that, if New Hampshire Department of Education is awarded the grant, support in implementing an assessment system may be required. We look forward to the potential opportunity to work collaboratively with key personnel at the New Hampshire Department of Education to provide support around this critical work.

In addition, we understand that New Hampshire will pilot a tiered quality rating and improvement system, and is proposing to test the proposed system and validate it as part of the Preschool Development Grant. NIEER looks forward to the potential opportunity to work with the NH Department of Education on its TQRIS as part of New Hampshire's strategy and commitment to high quality early childhood services.

NIEER is recognized as a national leader in large-scale, multi-state research in early childhood education and in promoting early education advancements. We have conducted rigorous evaluation studies of preschool programs with a wide range of state and local governments as well as private agencies. These studies have been both formative—focusing on program and classroom data to improve effectiveness—and summative—focusing on measuring the short- and long-term outcomes of public pre-K. In addition, NIEER has worked closely with numerous districts and states. This work has included work around both summative and formative

assessments. Additionally, NIEER has extensive experience developing and providing targeted professional development for teachers, leaders, and key stakeholders. Most notably, NIEER has worked closely with the West Virginia Department of Education on the large-scale roll out and support of the Early Learning Scale (ELS) in all state preschool classrooms, and has worked closely on issues of quality and QRIS systems with New Jersey.

We look forward to the opportunity to apply, through competitive bid process, to provide technical assistance, professional development and validation research to New Hampshire as they carry forth this important work for increased access to quality services for the young children of New Hampshire.

Sincerely,

(b)(6)

W. Steve Barnett, Ph.D.
Director



7-11 South Broadway, Suite 402
White Plains, NY 10601
(914) 682-1969
Fax: (914) 682-1760

41 State Street, Suite 403
Albany, NY 12207
(518) 427-9840
Fax: (518) 462-1728

October 9, 2014

Mary Earick, Director of the Bureau of Integrated Programs
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Earick:

Measurement Incorporated (MI) Evaluation and School Improvement Services is pleased to write in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Development Grant. We understand that New Hampshire's approach to providing high-quality birth through grade 3 programming will be to implement the evidence-based Full-Service Community (FSC) schools model in four regional pilot centers. Specifically, New Hampshire's model will include developing a data sharing network, piloting a quality rating and improvement system, and offering intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

MI understands that, if New Hampshire Department of Education is awarded the grant, both evaluation and professional development services may be required. At the start of the FSC model implementation, a needs assessment, including a statewide survey of all programs, will be necessary. The purpose of collecting these data would be to better understand the status of programs available to preschool children and their families. Furthermore, these evaluation activities will inform important decisions about program activities and resource allocation across the state.

MI understands the value of statewide needs assessment activities to guide education program improvement. Founded in 1980, MI is one of the nation's leading providers of educational and professional assessment services and technology solutions. Our Evaluation and School Improvement Services division has a distinguished track record of helping clients to advance their practice through high-quality research and evaluation, professional development, and technical assistance services. In addition to conducting over 2,000 evaluation projects in the last 30 years, we have designed and currently operate 3 statewide technical assistance centers, we offer professional development to low-performing schools, and our team of staff development experts has extensive experience with preschool leadership and literacy.

We look forward to the opportunity to apply, through competitive bid process, to provide both needs assessment evaluation services and comprehensive professional development and technical assistance services to New Hampshire as they implement the FSC model.

Sincerely,

(b)(6)

Tina Goodwin-Segal, Ph.D.
Senior Research Associate

(b)(6)

Thomas Kelsh, Ed.D.
Vice-President
MI Evaluation and School Improvement Services

October 13, 2014

Mary Earick,
Director of the Bureau of Integrated Programs
NH Dept of Ed.
101 Pleasant St.
Concord NH 03301

Dear Dr. Earick,

FPG Child Development Institute at the University of North Carolina: Chapel Hill is pleased to write a letter of support for New Hampshire's application for a Preschool Development Grant. New Hampshire's work will provide much needed support to the teachers of young children and will use research and data to guide and monitor their efforts.

We understand that the goals for the grant include the development of 4 Early Childhood FSC programs that are comprehensive and committed to capacity building and ongoing work. The NH FSC model will have a dedicated focus on the Birth through grade 3-continuum and is considering working with our FirstSchool approach for their PreK-3rd grade development with an emphasis on PreK and Kindergarten. We look forward to the opportunity of collaborating with the New Hampshire Department of Education to align PreK-3rd grade instructional practices with NH College and Career Readiness Standards (CCRS) and State Early Learning and K-3 Standards. Our professional development and coaching efforts will help them to focus on classroom observation data that illuminates and guides instructional practices that improve the school experiences of the PreK-3rd grade children, especially those most vulnerable to school difficulties.

The FirstSchool team is based at the Frank Porter Graham (FPG) Child Development Center at the University of North Carolina –Chapel Hill. We have extensive experience within the educational field as both practitioners and researchers. Our ground-level knowledge and experience helps us form meaningful relationships with education partners at every level. We have enjoyed real success in changing teacher practice within and across the PreK-3 span to be more consistent and balanced, and to provide increased exposure to those practices linked to positive outcomes for young children.

We look forward to the competitive bidding process and hope to be able to join forces with the New Hampshire Department of Education in providing much needed support and development on behalf of their young children.

Sincerely,

(b)(6)

Sharon Richie EdD
Senior Scientist
UNC-Chapel Hill

SCHOOL ADMINISTRATIVE UNIT #2
Office of the Superintendent of Schools

Humiston Building • 103 Main Street Suite 2 • Meredith, New Hampshire 03253

Serving the communities of:
Ashland School District
Inter-Lakes School District
Center Harbor
Meredith
Sandwich

Mary Ellen Ormond
Superintendent of Schools
Trish Temperino
Assistant Superintendent
Chuck DiCecca
Special Education Director

October 7, 2014

Dear Sirs:

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that high quality preschool and full day kindergarten programming support academic and social growth for our most challenged children. These early learning opportunities often defining future opportunities that our students will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model, which has been shown through extensive evaluations and reports, to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships, our state is dedicated to supporting an Early Childhood FSC Model.

New Hampshire is a collection of small towns and hamlets with few anchor cities, predominantly found in the southern tier of the state. Because of our diverse and rural population, we rely heavily on the commitment of the community to serve our neediest preschool population. It is through these community partnerships that we are able to create meaningful programming for preschool aged students, which will prepare them for the rigors of public education.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

Schools, in partnership with Head Start, Private Providers, Early Intervention, and the host of other community preschool programs, will have the opportunity to develop a world class program for those children birth to grade 3, whom struggle developmentally. Having a warehouse of data, resources, and experts will allow New Hampshire to cultivate the inherent strength of community while providing the supportive services that our most vulnerable population deserve.

We look forward to having the opportunity to apply through a regional RFP process to become a sub grantee and access these critically needed resources as we expand our preschool programming, full day kindergartens and increase quality in our programs for all our children.

Sincerely,
Mary Ellen Ormond
SAU #2 Superintendent of Schools



Berlin Public Schools
183 Hillside Avenue, Berlin, NH 03570
Telephone: 603/752-6500; FAX: 603/752-2528

October 8, 2014

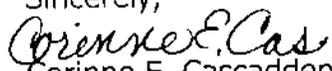
I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that high quality preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

This grant will help support the Coos County Early Childhood Initiative in collaboration with area childcare centers and our public schools. The poverty rate based on free and reduced lunch program is currently at 57% K-12. Our local school board has committed to offering full day kindergarten in the fall, 2015 at no cost to the parents.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

We look forward to having the opportunity to apply through a regional RFP process to become a sub grantee and access these critically needed resources as we expand our preschool programming, full day kindergartens and increase quality in our programs for all our children.

Sincerely,


Corinne E. Cascadden
Superintendent, SAU#3

Concord School District

School Administrative Unit #8

Donna E. Palley
Assistant Superintendent

Christine C. Rath
Superintendent

Jack Dunn
Business Administrator

Robert M. Belmont
Director of Student Services

Larry Prince
Director of Human Resources

T. Matthew Cashman
Director of Facilities and Planning

Letter of Support: Preschool Early Development Grant

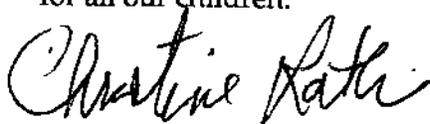
October 10, 2014

I am writing in support of New Hampshire's application to the U.S. Department of Education's Department of Early Learning for a Preschool Early Development Grant. It has been well-documented that high-quality preschool and full-day kindergarten programming support academic and social growth for our most challenged children. Concord School District has a strong interest in strengthening early childhood programs and services for families in our region. We are especially committed to expanding services for children of our refugee families.

New Hampshire is dedicated to the evidence-based Full-Service Community (FSC) Schools model, which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community-based programs and committed long-term partnerships, our state is dedicated to supporting an Early Childhood FSC model.

The New Hampshire model will offer four regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically, New Hampshire's model will support the development of a data-sharing network across the birth to grade 3 range, piloting of a quality rating and improvement system, and intensive coaching and professional development to programs dedicated to full-inclusion preschool and full-day kindergarten.

We look forward to having the opportunity to apply through a regional RFP process to become a sub-grantee and access these critically needed resources as we expand our preschool programming, full-day kindergartens and increase quality in our programs for all our children.



Christine C. Rath
Superintendent of Schools



MANCHESTER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT NO. 37
195 McGregor Street, Suite 201
Manchester, NH 03102
Telephone: 603.624.6300 • Fax: 603.624.6337

Debra Livingston, Ed.D.
Superintendent of Schools

David M. Ryan
Assistant Superintendent

Karen G. Burkush
Assistant Superintendent

Karen DeFrancis
Business Administrator

Patricia A. Snow
Ex. Dir. Innovation Zone

October 15, 2014

To Whom It May Concern:

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that high quality preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model that has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

Focusing on early childhood is critically important to the children of Manchester, New Hampshire's largest and most diverse. Over 100 languages are spoken in our 14 elementary schools. We proudly receive immigrants and refugees from all over the world. With the district SES of over 50% and some individual schools with an SES of over 80%, the needs of our students are many.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

The opportunity to apply through a regional RFP process to become a sub grantee will allow us access these critically needed resources. Over the next few years we are planning to expand our preschool programming to all four-year olds. We will continue to offer and develop high quality programs for all our children.

Sincerely,



Debra Livingston, Ed.D.
Superintendent of Schools

It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan; the 504 Coordinator is Jodi Gutterman. Please see above for contact information.

Mark Conrad
Superintendent



Daniel Donovan
Chief Operating Officer

Jennifer Seusing
Assistant Superintendent
Office of Accountability & Assessment

Berard Masse School Administration Building
141 Ledge Street
Nashua, New Hampshire 03060-3071
603.966.1000 Fax 603.594.4350

Karen Crebase
Assistant Superintendent
Office of Curriculum & Instruction

October 8, 2014

Mary Earick, Director of the Bureau of Integrated Programs
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Earick:

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

The availability of high-quality preschool programming is critical to the Nashua community as more students enter our schools in poverty or with limited English language skills. Over 42% of our students are now eligible for free and reduced meals, and we now have approximately 1,200 students who are English Language Learners. Some of these students are registering for kindergarten or first grade without any prior experience in a preschool or other enriching setting.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

We look forward to having the opportunity to apply through a regional RFP process to become a sub grantee and access these critically needed resources to increase the quality of our programs and work closely with community resources for all our children.

Sincerely,

Mark Conrad
Superintendent of Schools



SCHOOL ADMINISTRATIVE UNIT FIFTY SIX
Rollinsford School District – Somersworth School District
51 West High Street
Somersworth, NH 03878
(603) 692-4450 • Fax (603)692-9100



SUPERINTENDENT

October 6, 2014

Jeni A. Mosca

To Whom it May Concern;

**ASSISTANT
SUPERINTENDENT**

Bob Marquis

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that high quality preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to embark upon in their educational career such as STEM, college and career readiness. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable model for our children and families. With a strong focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

**BUSINESS
ADMINISTRATOR**

Marie D'Agostino

The demographics in Strafford County would truly support the need for this model. We have a high mobility rate, combined with a high poverty rate, strong Head Start program that would truly benefit from a systemic approach to Early Intervention.

**SPECIAL
EDUCATION
DIRECTOR**

Pam MacDonald

The New Hampshire Model will offer four (4) regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the Birth to Grade 3, piloting of a quality rating, improvement system, intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

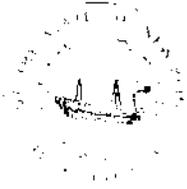
**SPECIAL
EDUCATION
LIAISON**

Liza Cocco

We look forward to having the opportunity to apply through a regional RFP process to become a sub grantee and access these critically needed resources as we expand our preschool programming, move to full day kindergarten and increase quality in our programs for all our students.

Respectfully,

Jeni A. Mosca
Superintendent of Schools SAU 56



State of New Hampshire

DEPARTMENT OF HEALTH AND HUMAN SERVICES

129 PLEASANT STREET, CONCORD, NH 03301-3857
603-271-9200 FAX: 603-271-4912 TDD ACCESS: RELAY NH 1-800-735-2984

NICHOLAS A. TOUMPAS
COMMISSIONER

October 15, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Dr. Doggett:

The New Hampshire Department of Health and Human Services (NHDHHS) is pleased to submit this letter of support for the U.S. Department of Education/Department of Health and Human Services Preschool Development Grant. The New Hampshire Department of Education (NHDOE) is submitting a grant application that demonstrates an ambitious and achievable plan to implement and sustain high-quality preschool programs. The NHDOE is committed to: implementing high-quality preschool programs; implementing state-level infrastructure and quality improvements; aligning preschool programs within a birth-through-third-grade continuum of services; and creating sustainable programs by coordinating existing early learning funds.

The NHDHHS mission is to join communities and families in providing opportunities for citizens to achieve health and independence. To succeed in this mission we must support the next generation who will live, work and lead in our state, because capable children are the bedrock of a strong and prosperous Granite State. We know that the healthy development of children provides a strong foundation for healthy and competent adulthood. To optimize the positive effects of the early childhood programs we administer, we have developed a strong working relationship with the NHDOE. For example, the integration of high-quality preschool programs within a broader continuum of comprehensive high-quality supports and services helps to create smooth transitions for children and families to ensure continuous and consistent high-quality early learning opportunities. The NHDHHS collaborates with the NHDOE to coordinate smooth transitions from Family-Centered Early Supports and Services (Part C of the Individuals with Disabilities Education Act (IDEA)), home visiting programs, child care and Head Start to high-quality preschool programs.

The NHDOE proposal for the Preschool Development Grant will further joint NHDOE/NHDHHS initiatives, such as the implementation of the NH Kindergarten Readiness indicators as part of an overall alignment of preschool/public school curricula and assessments, NH's partnership with the Early Childhood Technical Assistance Center to improve outcomes for young children and their families and cross-department data sharing. The proposed project will also support key NHDHHS initiatives such as the revisions of the NH Early Learning Standards and the early childhood Quality Rating and Improvement System. The NHDHHS will work in partnership with the NHDOE to assure that these important initiatives meet the needs of high-quality preschool programs as well as child care and Head Start programs. In addition, the NHDHHS early childhood education workforce and professional development system will engage with the NHDOE professional development system to create collaborative birth-through-third-grade professional development opportunities.

The NHDHHS is committed to collaborate with the NHDOE on the Preschool Development Grant through a range of programs serving children birth through third grade and their families to coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the Elementary and Secondary Education Act, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand high-quality preschool programs. The NHDHHS will participate in using this grant to supplement, not supplant, any Federal, State, or local funds.

In conclusion, the NHDHHS enthusiastically supports the NHDOE application for the Preschool Development Grant and we eagerly anticipate the opportunity to enhance our already strong partnership with the NHDOE. Should this proposal be funded, the NHDHHS will partner with the NHDOE on a Memorandum of Agreement to include all of the Preschool Development Grant work. Please do not hesitate to contact me if you have any questions regarding this letter of support.

Sincerely,



Nicholas A. Toumpas
Commissioner



The Department of Health and Human Services' Mission is to join communities and families in providing opportunities for citizens to achieve health and independence.



October 14, 2014

Dear Ms. Doggett,

I am pleased to write this letter of support for New Hampshire's application for New Hampshire's Preschool Development grant. High quality preschool and full day kindergarten give young children and their families the support they need for children to thrive in school and beyond. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships, our state is dedicated to supporting an Early Childhood FSC Model.

Spark NH's mission is to provide leadership that promotes a comprehensive, coordinated sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State. Our focus is on expectant parents and children from birth through Grade 3 and their families. Public preschool is a critical part of achieving positive outcomes for young children and for our state. New Hampshire's proposal will bring us closer to achieving that goal.

The New Hampshire model will offer 4 regional pilot centers the opportunity to develop their preschool programs in collaboration with national experts and local leaders in business, education, health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to Grade 3 age range, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

Spark NH will work closely with the office of the governor to meet all of the requirements of the grant. Additionally, Spark NH will use its cross-sector infrastructure of a Council, committees and task forces to better connect the work in these pilots to related efforts at the state and community levels, including policy, workforce and professional development, quality of programs and services, communications and public awareness and early childhood data sharing. This strategy will ensure better cooperation and collaboration in the early childhood system and the ability to share information to maximize replicability.

Sincerely,

(b)(6)

Laura J. Milliken, Esq.
Director

Ms. Doggett
10/14/14
10/14/14
10/14/14
10/14/14

United States Senate

WASHINGTON, D.C. 20540

October 14, 2014

The Honorable Arne Duncan
Secretary
U. S. Department of Education
1990 K Street, NW
Washington, DC 20006

Dear Secretary Duncan:

I write to express my support for the New Hampshire Department of Education in its application for competitive funding from the Preschool Development Grants program.

As Governor of New Hampshire, I was proud to sign into law a bill that significantly increased state funding for kindergarten, enabling an additional 25,000 students to begin their public education prior to the first grade. The New Hampshire Department of Education seeks federal support to expand upon our state's strong commitment to public education and early learning through the initiation of a Full-Service Community (FSC) Schools Model at four regional pilot centers.

The New Hampshire Department of Education (NHDOE) proposes to provide technical assistance to select Local Education Agencies in our state to enable them to develop comprehensive FSC School services with a focus on Birth through Grade Three. Collaborating with national experts and local leaders in business, education, health and human services, NHDOE will develop data sharing networks, implement a quality rating and improvement system and create professional development programs for full-day kindergarten and full inclusion preschool. Through the process of building this suite of tools and programs, NHDOE will generate a replicable FSC program that can help other school districts offer full-day kindergarten and full inclusion preschool by leveraging existing federal and community resources.

I support the New Hampshire Department of Education in its application for funding from the Preschool Development Grants program and urge serious consideration of their proposal. Thank you for your consideration of this matter.

Sincerely,

(b)(6)

Jeanne Shaheen
United States Senate

KELLY A. AYOTTE
U.S. SENATOR

OFFICE
ARMED SERVICES
COMMERCE
HOMELAND SECURITY &
GOVERNMENTAL AFFAIRS
E. DCCT
ADVIS

United States Senate

WASHINGTON, DC 20510
202-224-3000

October 7, 2014

OFFICE OF THE CLERK
U.S. SENATE
WASHINGTON, DC 20540
202-512-0800
FEDERAL BUILDING
100 PENNSYLVANIA AVENUE
WASHINGTON, DC 20540

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

RE: Preschool Development Grant for New Hampshire Department of Education.

To Whom It May Concern:

I urge your due consideration of New Hampshire's application to the US Department of Education, Department of Early Learning, for a competitive Preschool Early Development Grant.

New Hampshire Department of Education is dedicated to the evidenced-based Full-service Community (FSC) Schools Model, with a focus on Birth through Grade three comprehensive services, collaborative community engagement, coherence across community based programs, and committed long-term partnerships.

The New Hampshire economy is built on a foundation of a highly educated workforce. To be successful in the future, we must ensure our students are prepared today at home, at school, and in the community. The opportunity for children to participate in high quality preschool and full day kindergarten programming is an important component of supporting academic and social growth, which often leads to students being better prepared for courses in middle and high school.

The New Hampshire Department of Education seeks this competitive grant to offer four regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health, and human services.

On behalf of the New Hampshire Department of Education, I respectfully request that you give due consideration to the application for a competitive Preschool Early Development Grant.

Sincerely

(b)(6)

Kelly A. Ayotte
U.S. Senator

Congress of the United States
House of Representatives
Washington, DC 20515-2902
October 14, 2014

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

I write in support of the New Hampshire Department of Education as they apply to the U.S. Department of Education for a Preschool Early Development Grant. It has been clearly documented that high-quality preschool and full-day kindergarten programming support academic and social growth for our most challenged children. These programs are of critical importance and often define future opportunities students will be prepared to access in their educational careers, such as STEM, advanced placement, and career readiness courses in our middle and high schools.

New Hampshire is dedicated to the evidenced-based Full-Service Community (FSC) Schools Model, which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community-based programs, and committed long-term partnerships, our state is dedicated to supporting an Early Childhood FSC Model.

The New Hampshire Model will offer four regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, and health and human services. Specifically, New Hampshire's model will support the development of a data sharing network from birth to Grade 3, piloting of a quality rating and improvement system, and intensive coaching and professional development to programs dedicated to full-inclusion preschool and full-day kindergarten.

Young families choose to live in New Hampshire because they appreciate all that the Granite State has to offer as they raise their children. It is critical that we provide the best early learning opportunities for these children to give them the foundation that will enable them to remain competitive with their peers all around the world. Education is the most critical step to ensure that we have a skilled workforce and an innovative economy and, thus, these funds are critical to the future of our state.

This grant funding would be of great importance to the future of our state, and I am happy to lend my full support to the New Hampshire Department of Education's application. Thank you for your consideration.

Sincerely,

(b)(6)

Ann McLane Kuster
Member of Congress

CAROL SHEA-PORTER
Member of Congress



COMMITTEE ON ARMED SERVICES
H. R. 1000
Washington, DC 20515

COMMITTEE ON NATURAL RESOURCES
H. R. 1000
Washington, DC 20515

Congress of the United States
House of Representatives
Washington, DC 20515

www.house.gov/committees

1-800-486-3527 (toll-free)
202-225-3844
202-225-2134

300 Capitol Square
Washington, DC 20540
202-225-2134
202-225-3844

2000 Maryland Street
Washington, DC 20007
202-336-7000
202-336-7020

October 6, 2014

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education, U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Ms. Doggett,

I write to express my support for the Preschool Early Development Grant proposal submitted by the New Hampshire Department of Education.

Investing in our children's well-being truly is the most important down payment we can make on our nation's future. Early childhood education brings benefits like better K-12 learning outcomes and increased graduation rates. And studies show that every dollar invested in Head Start yields \$7-9 in long-term returns. High quality preschool and kindergarten programs support the academic and social growth of our children, often defining future opportunities in STEM and college and career readiness courses in middle and high school.

With the Preschool Early Development grant, NH Department of Education will apply the Full-Service Community (FSC) School model to early childhood education. FSC schools help their students succeed in the classroom by providing academic, social, and health services to the students, their families, and their communities. Until now, these schools have largely focused on K-12 services. However, recognizing the importance of the critical years between birth and third grade, NH Department of Education will create an Early Childhood Model FSC program that helps schools implement community-oriented preschool and full day kindergarten programming.

This grant will allow NH Department of Education to continue investing in New Hampshire's children, while creating a community-based early childhood education model that will help our nation's next generation succeed.

I appreciate your full and fair consideration of NH Department of Education's application.

Sincerely,

(b)(6)

Carol Shea-Porter
Member of Congress

October 7, 2014

Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Libby:

As Chair of the New Hampshire State Board of Education, Co-Chair of the New Hampshire Coalition for Business and Education, and a board member of Early Learning New Hampshire, I am delighted to write this letter in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

The timing has never been more right for New Hampshire. In June of 2011, the State Board of Education endorsed the importance of early learning. The endorsement began: "The future prosperity of New Hampshire depends on our ability to steward the next generation who will

David R. Keene
Governor
New Hampshire
100 North Main Street
Concord, NH 03301
www.nh.gov

John A. Haney
Governor
New Hampshire
100 North Main Street
Concord, NH 03301
www.nh.gov



October 14, 2014

Ms. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, D.C.

Dear Ms. Doggett,

We are pleased to write this letter of support for New Hampshire's application for a Preschool Early Development grant. Although our state is recognized for its strong support of education, this project will have a significant impact on NH's early childhood system. With collaboration across organizations and communities, New Hampshire partners will work together to improve the quality of our early learning and development programs and expand NH's preschool programming and full day kindergartens.

We appreciate that New Hampshire's application was developed with input from a broad group of stakeholders and that its goals align with evidence-based practices shown to benefit children and families. As funders in New Hampshire, we are all engaged in supporting early learning and development in some way and are working together to identify ways to strengthen these services in New Hampshire. We are committed to working with Early Learning NH to help meet the needs of young children and their families across the state of New Hampshire.

In closing, we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts.

Sincerely,

(b)(6)

Katie Merrow, Vice President of Community Impact
NH Charitable Foundation

(b)(6)

Steven Rowe, President
New Hampshire Endowment for Health

(b)(6)

Paul Hebert, President
United Way of Greater Nashua

(b)(6)

Cindy Boyd, Managing Director
United Way of the Greater Seacoast

(b)(6)

Kathy Harrington, President
Monadnock United Way

(b)(6)

Juliana Eades, President
New Hampshire Community Loan Fund



Granite United Way
www.graniteuw.org

LIVE UNITED

October 6, 2014

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Ms. Doggett,

On behalf of Granite United Way's 25,000 donors, volunteers and partners I am pleased to take this opportunity to support New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. High quality early education programming is vital to the academic and social growth of New Hampshire children, especially those from low-income households. These experiences often serve as the foundation for their educational and professional careers, predicting their preparation for advanced degrees, college readiness, and access to academic enrichment. New Hampshire's focus on the evidence-based Full-service Community Schools Model is critical to moving these important supports into those communities most in need; the model outlines a plan to integrate these comprehensive services into existing community facilities, increasing community engagement and improving holistic services for families in need.

Throughout Granite United Way's broad network of business, government and not-for-profit partners, the need for such holistic support is evident. Recent research by the New Hampshire Center for Public Policy has outlined the growing pressure on the social service sector to support families living in financial instability, with concerning patterns around rising housing costs, increased rates of mental health diagnoses and substance misuse concerns, and stagnant academic performance, particularly among households with incomes below living wage. The business community is beginning to report their struggles to find workers who have the knowledge and skills necessary to obtain and maintain employment in New Hampshire's companies. Thus, from the youngest citizens to the strongest local companies, the issues addressed by this endeavor will have far-reaching implications for the Granite State.

Please let us know if we can provide any other information or support as you consider this important request.

Sincerely,

(b)(6)

Patrick M. Tufts, MSW
President & CEO



October 8, 2014

Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Ms. Doggett:

Soon after you left the Pew Charitable Trusts I too departed—leaving my position as the head of the fiscal and economic policy team to become the founding director of a new school of public policy at the University of New Hampshire. It's an exciting opportunity to build a program to develop public leaders well prepared for 21st century policy making. The new Carsey School of Public Policy is being built on the very solid foundation of the Carsey Institute which has been conducting research, outreach and engaging in policy discussions since 2004—work that will continue and expand in the new school.

One of the enjoyable features of starting this new position has been getting to know some of the outstanding public institutions in the state. In that regard, I am writing in strong support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that high quality preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on birth through grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

The Carsey Institute, and now the Carsey School of Public Policy, has had the pleasure of working with day care providers, schools, and social and health service providers in New Hampshire's northern most county to create a comprehensive, coordinated system of early childhood education, health, and family support services. In this region and across the state, a New Hampshire Preschool Early Development Grant will enable the addition of a Full-service Community Schools model to build on work that has already been done.

In closing, I am confident in New Hampshire's ability to utilize the grant resources effectively, efficiently and in a fiscally responsible manner. I am sure that our achievements can provide a model for other state's efforts.

Sincerely,

(b)(6)

Michael Ettlinger
Director

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



October 7, 2014

Katie Brissette
Deputy director
Early Learning NH
Two Delta Drive
Concord, NH 03301

Re: Support of Preschool Development Grant

Dear Katie,

We are pleased to write this letter in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant.

New Hampshire School Administrators Association (NHSAA) is a private, non-profit association founded in 1941 to support public education, the interests of children and the development of educational leaders and its members. NHSAA represents school system leaders including school superintendents, assistants, school finance leaders, curriculum coordinators and special education directors.

It has been clearly documented that **high quality** preschool and full-day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools.

New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships, our state is dedicated to supporting an Early Childhood FSC Model.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

In closing, New Hampshire has a long history of cooperation within the early childhood community and we are confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner.

Signature

(b)(6)

(b)(6)

Dr. Mark V. Joyce
Executive Director



NH Chapter

7 North State Street Concord, NH 03301-4018
Telephone: 603-224-1909

October 6, 2014

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

I am writing on behalf of the New Hampshire Pediatric Society (NHPS) in support of New Hampshire's application to the US ED Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as Science, Technology, Engineering, and Mathematics (STEM) and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

Such programming would prove critical for children, families, and educators alike. By developing and cultivating a FSC model, educators would have the resources and relationships to enhance early childhood education in our region. Families would enjoy an enriched educational experience for their child, opening a world of opportunities as their child grows in their learning environment. Such focus on early childhood learning has been demonstrated to be money well spent, reaping great dividends far exceeding the initial investment.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

Our school districts will look forward to having the opportunity to apply through a regional RFP process to become a sub grantee and access these critically needed resources as they expand our preschool programming, full day kindergartens and increase quality in their programs for all New Hampshire children.

William Storo, MD
President, New Hampshire Pediatric Society

Early Child

cy Research

Anne W. Mitchell

1250 Honey Hollow Road
Climax, New York 12042

Voice: (518) 966-4585

E-mail: anne@earlychildhoodfinance.org
Website: www.earlychildhoodfinance.org

October 8, 2014

I am delighted to enthusiastically support the State of New Hampshire's application to the US Department of Education for a Preschool Development Grant. Having worked with state leaders over the past 10 years to assist in designing and advancing the Quality Improvement Rating System originally called Licensed Plus, I am keenly aware of state and community leaders' dedication, energy and enthusiasm. Leaders across the state seized the opportunity to use funds appropriated by the Legislature for quality support to invent a truly thrifty and effective QRIS.

The proposal to advance Early Childhood Full Service Community Schools is a brilliant plan for New Hampshire to build on its current strengths and past success. This proposal is designed to harness the energy in communities to create models of integrated preschool followed by full-day kindergarten and effective education in the early grades bolstered by the appropriate range of supports and services families of young children need. New Hampshire communities have a long history of pulling together community resources both public and private and efficiently using all available public funds, federal, state and local.

The proposed models of full service early childhood community schools in New Hampshire certainly will be the equal of any other state's while simultaneously being thrifty and efficient to operate as is the New Hampshire way.

With sincere and unconditional support for your efforts, I wish you the best in this competition.

(b)(6)

Anne W. Mitchell
President

October 4, 2014

Dr. Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Dr. Doggett:

As representatives of Early Childhood higher education programs at two- and four-year institutions of higher education in NH, we are writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidence-based Full-Service Community (FSC) Schools Model, which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community-based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

As early childhood higher education faculty members, we are well aware of the research base on the benefits of high quality early care and education. The work of Nobel prize-winning economist James Heckman and others demonstrates that these benefits extend beyond young children and their families to their entire community and the broader society. The Preschool Early Development Grant will enable our state to build and strengthen community partnerships and early childhood comprehensive services in the NH communities with the highest need.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education, health, and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

We look forward to offering our expertise and support to the regional pilot centers and to working with them to expand New Hampshire's preschool programming and full day kindergartens and strengthen early childhood program quality.

Sincerely,

The Members of the NH Early Childhood Higher Education Roundtable

Dr. Patricia Cantor
Chair, Early Childhood Studies Department
Plymouth State University
17 High Street
Plymouth, NH 03264

Patricia Finnigan Allen
Early Childhood Program Coordinator
White Mountains Community College
2020 Riverside Dr.
Berlin, NH 03570

Anita Ward French
ECF Program Coordinator
Great Bay Community College
320 Corporate Drive
Portsmouth, NH 03801

Carrie Gross
Department Chair of Education
Manchester Community College
1066 Front Street
Manchester, NH 03102

Diana Menard
Department Chair, Child and Family Studies
NHIT, Concord's Community College
31 College Drive
Concord, NH 03301

Kerry Belknap Morris
Early Childhood Education Program Director
River Valley Community College
1 College Place
Claremont, NH 03743

Dr. Denise Benner
Assistant Professor of Education
Southern New Hampshire University
2500 North River Rd.
Manchester, NH 03106

Lisa Strout
Instructor, Faculty Advisor
Rivier University
420 South Main Street
Nashua, NH 03060

Janet Kibbee
Early Childhood Education Program Coordinator
Lakes Region Community College
379 Belmont Road
Laconia, New Hampshire 03246

Dr. Leslie Couse
Chair, Department of Education
University of New Hampshire
Morrill Hall, 62 College Road
Durham, NH 03824

Dr. Eun Kyeong Cho
Department of Education
University of New Hampshire
Morrill Hall, 62 College Road
Durham, NH 03824

Dr. Dottie Bauer
Professor, Early Childhood
Keene State College
229 Main Street
Keene NH 03435-2611

Dr. Kerry Kazura
Associate Professor and Chair
Human Development & Family Studies
218A Pettee Hall
University of New Hampshire
Durham, NH 03824

Suzanne Regan
Early Childhood Program Coordinator
Nashua Community College
505 Amherst Street
Nashua, NH 03063



October 8, 2014

Libby Doggett
Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Ms. Doggett:

As the state's largest early childhood education organizations representing child care, Head Start, and preschool programs and professionals, we pledge our collective support to New Hampshire's application for the Preschool Development Grant.

If this grant is awarded, our leadership teams are committed to participate on Spark NH committees; connect to local or regional early childhood efforts; work together to assist our community-based early childhood education members to connect to their school districts; co-design and host professional development to meet the broad needs of early childhood professionals to increase their knowledge and skills related to evidence-based practices; and disseminate project-created information about the importance of high quality early learning and development.

We promise to bring all of our recent innovations to bear to support New Hampshire's efforts such as Shared Services and enhanced websites and trainings. In particular, we will urge and support our programs and individual members to advance within our state's revised Tiered QRIS.

Sincerely,

(b)(6)

Jeanne Agri
President
NH Head Start
Directors Association

(b)(6)

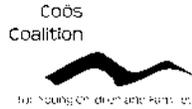
Jackie Cowell
Executive Director
Early Learning NH

(b)(6)

Clarissa Uttley
Board President
NHAIEYC

(b)(6)

Cindy Wallace
Laurie Conrad
Co-Chairs
Child Care Aware of NH®



Coos Coalition for Young Children and Families

56 High Acres Road
Randolph, NH 03593

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

For the past five years the Coos Coalition for Young Children and Families has been implementing a coordinated approach to improving social and emotional outcomes for children birth-five in Coos County. The Coalition includes decision makers from Health, Mental Health, Family Support, Preschool and Elementary School programs and they have focused on four shared initiatives which include developmental screening, maternal depression screening, professional development in evidence based strategies for early care providers and implementation of evidence based parenting programs for family support providers and home visitors. We are firm believers in the community based, full service approach and look forward to working on this project should it receive funding.

Interestingly, I actually worked with Joy Dryfoos many years ago when she was just beginning to define the community schools model.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

Sincerely,

(b)(6)

Catherine P. McDowell
Project Manager, Coos Coalition for Young Children and Families



New Hampshire Association for Infant Mental Health

Community Bridges
70 Pembroke Road
Concord, New Hampshire 03301
(603) 225-4153 Fax (603) 226-3354

October 7, 2014

To Whom it May Concern;

I am writing in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for all children and is most important to our most challenged children. Early support and opportunity can define a child's future, laying the ground work for later educational opportunities that lead to career success, such as STEM and advanced college and career readiness courses, which are available in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

The New Hampshire Association for Infant Mental Health seeks to ensure healthy social emotional development before birth and beyond by promoting evidence-based and evidence informed practices to strengthen collaboration, services and supports for families with infants and young children, birth through six. The goals of this grant align well with the objectives of the NHAIMH, and we support the application fully. This grant will positively impact all children and their families, but most significantly, children who are at risk for academic failure. Through providing quality programming and support, these children will be better positioned for a trajectory of academic and social success. This will benefit our entire community.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

(b)(6)

Ellyn Schreiber, LMHC, ecfmhc-A
President of the NH Association for Infant Mental Health
www.nhaimh.org or eschreiber@communitybridgesnh.org



October 6, 2014

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Deputy Assistant Secretary Doggett,

The Parent Information Center (PIC) is pleased to write this letter of support for New Hampshire's application for the Preschool Early Learning Development Grant. I know first-hand that NH is a great state to raise children. I am excited that this project will improve the quality of our early learning and development programs and help close the achievement gap for children with high needs, including those from families experiencing economic hardship, children with disabilities, English language learners, and others who are at risk of school failure.

The mission of the Parent Information Center is to help NH families, schools and communities work together to support the unique learning potential of every child. PIC serves as the umbrella agency for 6 major projects, as well as a number of smaller local or statewide initiatives, which encompass special focus areas including special education, early intervention, early literacy, parent involvement in supporting their child's development and education, infants and toddlers with sensory impairments, children with special health care needs, preventing child abuse, and family-school-community partnerships. These projects provide direct services and training to more than 10,000 individuals, primarily parents, each year, using an array of modalities, including workshops, training series, individual technical assistance, and mentoring. PIC also provides information through print materials and our websites. All PIC projects place a high priority on serving underserved families, including members of racial and ethnic minority groups, low-income parents, parents who have limited English proficiency or whose children are English language learners, parents with disabilities, inner-city families, and parents who are isolated due to living in New Hampshire's most rural areas.

The Parent Information Center is committed to participate in NH's Preschool Early Learning Development Grant if it is funded. PIC is dedicated to the belief that when families, schools and communities work together, children succeed. Study after study consistently shows that when parents are more involved with their children's education, those children achieve more, make more friends, finish school, and are more likely to go to college. This holds true regardless of ethnic or racial background, socioeconomic status, or parents' education level. PIC will assist the project by helping to engage families in their children's early learning and development and help build their leadership skills. Additionally, PIC will assist the project in messaging and promoting high quality early learning and development standards through its vast networks of parents and parent groups throughout the state. It is our hope that by promoting family/school/community partnerships and increasing communication to families about high quality programs and development, PIC will assist the project in increasing the participation of

young children with high needs and their families in high quality early learning and development programs.

In closing, the Parent Information Center is confident in New Hampshire's ability to utilize the grant resources effectively, efficiently, and in a fiscally responsible manner and that our achievements can provide a model for other states' efforts. Best wishes for a successful proposal.

Sincerely,

(b)(6)

Michelle L. Lewis
Executive Director

*NH Interagency Coordinating Council
c/o NH Bureau of Developmental Services
105 Pleasant St.
Concord, NH 03301*

October 7, 2014

Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning
Office of Elementary and Secondary Education
US Department of Education

Dear Ms. Doggett,

The New Hampshire Interagency Coordinating Council (NHICC) is pleased to provide this letter in support of New Hampshire's application to the US ED's Department of Early Learning for a Preschool Early Development Grant. It has been clearly documented that **high quality** preschool and full day kindergarten programming support academic and social growth for our most challenged children, often defining future opportunities they will be prepared to access in their educational career such as STEM and advanced college and career readiness courses in our middle and high schools. New Hampshire is dedicated to the evidenced-based Full-service Community (FSC) Schools Model which has been shown through extensive evaluations and reports to be a viable and advantageous model for our children and families. With a focus on Birth through Grade 3 comprehensive services, collaborative community engagement, coherence across community based programs and committed long-term partnerships our state is dedicated to supporting an Early Childhood FSC Model.

The NHICC serves as an advisory body to the Bureau of Developmental Services with regard to Family-Centered Early Supports and Services (FCESS), New Hampshire's Part C program. The FCESS program provides early supports and services to children from birth to age 3 years and their families who are experiencing developmental delays or are at risk for substantial developmental delay if interventions are not provided. The NHICC membership is comprised of a diverse group of stakeholders from the field of Early Childhood and includes representation by family members, FCESS program directors, Early Head Start/Head Start and state leaders. The NHICC is fully committed to ensuring that our state's youngest and most fragile learners and their families are supported to reach their fullest potential. To that end, should New Hampshire receive a Preschool Early Development Grant, we stand ready to collaborate with the NHDOE to improve child and family outcomes using the Full-service Community Schools Model.

The New Hampshire Model will offer 4 regional pilot centers the opportunity to develop their models in collaboration with national experts and local leaders in business, education health and human services. Specifically New Hampshire's model will support the development of a data sharing network across the birth to grade 3, piloting of a quality rating and improvement system and intensive coaching and professional development to programs dedicated to full inclusion preschool and full day kindergarten.

We look forward to the possibilities the Full-service Community Schools Model provides for the birth to grade 3 population in our state. The NHICC is eager to support our FCESS programs across the state to partner with grant recipients to further improve the outcomes for children and families in NH.

Sincerely

(b)(6)

Charna L. Aversa
NHICC Co-Chair

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419A)**

Legal Name of Applicant (Office of the Governor): <i>Office of Gov. Maggie Hassan</i>	Applicant's Mailing Address: <i>107 N Main St. Concord NH 03301</i>
Employer Identification Number:	Organizational DUNS: <i>8085902770000</i>
Lead Agency: NH Department of Education Contact Name: Mary. E. Earick, Ph.D. <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: <i>603-271-6052</i> Lead Agency Contact Email Address: <i>Mary.e.earick@doe.nh.gov</i>

Required Applicant Signatures *(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.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): *Molly Connors* Telephone: *(603) 271-2474*

Signature of Governor or Authorized Representative of the Governor: *Molly Connors* Date: *10/15/14*

Lead Agency Authorized Representative (Printed Name): *VIRGINIA A BAREY* Agency Name: *NH DOE*

Signature of Lead Agency Authorized Representative: *Virginia A Barey* Date: *10/15/14*

**Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form
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>Molly Connors</i>	
Signature: <i>Molly Connors</i>	Date: <i>10/15/14</i>

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419A)**

Legal Name of Applicant (Office of the Governor): <i>Office of Gov. Maggie Hassan</i>	Applicant's Mailing Address: <i>107 N Main St. Concord NH 03301</i>
Employer Identification Number:	Organizational DUNS: <i>8085902770000</i>
Lead Agency: NH Department of Education Contact Name: Mary. E. Earick, Ph.D. <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: <i>603-271-6052</i> Lead Agency Contact Email Address: <i>Mary.e.earick@doe.nh.gov</i>

Required Applicant Signatures *(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.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): *Molly Connors* Telephone: *(603) 271-2474*

Signature of Governor or Authorized Representative of the Governor: *Molly Connors* Date: *10/15/14*

Lead Agency Authorized Representative (Printed Name): *VIRGINIA A BAREY* Agency Name: *NH DOE*

Signature of Lead Agency Authorized Representative: *Virginia A Barey* Date: *10/15/14*

**Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form
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>Molly Connors</i>	
Signature: <i>Molly Connors</i>	Date: <i>10/15/14</i>

Non Responsive

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

New Hampshire Budget Justification

Contract Staff - Project Total of \$585,797.00

(1 project manager, 1 web developer and 8 regional coaches)

Project Director (1)

The project director will organize, oversee, monitor and evaluate each NHFSC Consortia projects, project staff and contracted professional development organizations. In addition the Project Director will schedule and facilitate the Interagency Advisory Group meetings and implement recommendations. The director will be the main point of contact with federal monitors and technical assistance groups to include evaluation, reporting and monthly updates for both the US ED and the Interagency Advisory Group.

Web Developer (1)

The web developer will work closely with DHHS building out the Portal to include basic infrastructure and design, TQRIS management tools and professional development materials.

Regional ECFSC Coaches (8) (2 per region)

In year 1, Regional Coaches will offer technical assistance to subgrantees collaboratively with the Interagency Advisory Group to develop ECFSC regional application that meet federal funding gridlines. This TA will focus on how to use the comprehensive needs assessment that will be conducted by a national team in selecting and recruiting leaders in their communities which will be a requirement of their application. During the summer of year 1, coaches will have intensive PD with our national partners in the valid use of ITERS, ECRES, ELS, KELS, CLASS and First Schools in preparation for the first annual Early Childhood Leadership Academy. Coaches will work closely with their regional programs during the Academy, building relationships, common understandings and assist them in developing plans based on an implementation science model.

Required Travel – Per US ED Guidance - project total \$100,000

Regional Coaches Travel - Project Total \$205,456.00

(385 miles per week for 40 weeks at .55 per mile) Provide mileage reimbursement for travel to project sites.

Project Management In-state travel - \$8000.00

Provide mileage reimbursement for travel to project sites.

Services: Office Space, Internet, postage Phone (9x3250) – \$117,000

Early Childhood Early Childhood Leadership Academy – Project Total \$566,400

(960 participants over 4 years at a cost of \$590.00 per participant)

Early Childhood Early Childhood Leadership Academy Professional Development Materials – Project Total \$93,000.00

(960 participants over 4 years at a cost of \$90.00 per participant).

Services provided by an IHE for a 5-day residential educator institute on Early Childhood Leadership to include lodging, food, space rental and presentation services.

Equipment – Project Total \$27,297.00

Consumables to include printing materials, postage and copier costs. - \$4,000.00

Materials and Hardware – Project Total \$23,297.00

Office laptops for project personnel (\$1,000 x10) \$10,000
Laptops will be used both in the field in their offices.

I-Mac 27 inch with Quad-core (NH Network Film Archives) \$4,115.00 (with extended care plan) External Hard Drive 2T (10) \$1740.00
The I-Mac platform will allow for capturing and archiving (on our 2T External Hard Drive) video clips from our sites for use in Professional Development projects on the DHHS Portal and NHDOE Networks.

Portable Scanners (10) Site -based artifact collection \$3,000.00
Scanners will be made available to all coaches to archive child and teacher work samples for use in for use in Professional Development projects on the DHHS Portal and NHDOE Networks.

Digital Notepads (10) Site-based documentation \$1745.00

Cameras (10) - \$25,75.00

Coaches will be able to capture notes will working with teachers through their digital notepads and cameras.

Professional Development for Coaches and Subgrantees

Online Training Modules GSSS and NH Network – Project Total \$350,000.00

QRIS Consultation - \$30,000.00

TQRIS Validity Trials (To Be Updated this weekend) Project Total \$1,325,000.00

ERSI (Environmental Rating Scales Institute) FPG UNC Project Total \$100,000.00

CLASS Training - Project Total \$6,000.00

KELS PD and Training

ELS and KELS Per Pupil Cost - \$59,752.00

ELS and KELS Guidebook - \$24,500.00

ELES and KELS Validity Training - \$9,900.00

Triennial Training - \$18,000.00

Quarterly/Annual training of coaches and consortia leaders for progress monitoring.

Evaluation Leadership Training Model - \$600,000.00

Quarterly/Annual coaching and professional development on the Firstschool Data Snap shot, family engagement, culturally relevant teaching, community outreach, data literacy and leadership training.

Infrastructure

Data System – Project Total \$7,832,000.00

Contacted Personnel Project Sub Total \$3,030,000.00

Hardware/Software/Query Engine/Licensing – 1 Project Sub Total - \$475,000.00

Training - \$ Project Sub Total - \$240,000.00

Supplies - Project Sub Total - \$38,000.00

These costs will provided the need build out of the DHHS data system and data sharing with the NHDOE.

Needs Assessment . - Project Total \$75,000.00

Costs to cover 4 comprehensive needs assessments. One in each Regional ECFSC pilot consortia. This document is foundational to the technical assistance that will be offered to subgrantees and to identify service areas with the greatest needs.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

New Hampshire Department of Education

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						
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)						

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 New Hampshire Department of Education	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.	
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**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						
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)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Mary	Middle Name: E	Last Name: Earick	Suffix:
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Address:

Street1:	101 Pleasant Street
Street2:	
City:	Concord
County:	
State:	NH: New Hampshire
Zip Code:	03301
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
603 271 6052	

Email Address:
mary.earick@doe.nh.gov

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.

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