

**Scope of Work**  
**2012 - Massachusetts - SEA**  
**PR Award #: S412A120017**

**Project Plan Version:** Baseline  
**Effective Date:** 9/20/2012

Code	Outcomes and Subtasks	Start Date	End Date
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**Project 1: Grants Management Budget**

**Narrative:** [Briefly describe governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describe organizational structure for managing the grant, plans for engaging stakeholders, etc. and any relevant goals/outcomes]• The EEC Commissioner will lead the state’s effort to implement the Massachusetts Early Learning and Plan and oversee eight positions created to manage the state’s specific high-quality plans, while providing local support in regional offices to the early learning system. EEC is overseen by the Executive Office of Education which is a single Secretariat to oversee the state’s three education agencies in one unified governance structure (also including the Departments of Elementary and Secondary Education (ESE) and Higher Education (DHE)). The MA governance structure centralizes management of a systematic approach to support and improve young children’s early learning and development and provides interconnectivity with the Executive Office of Health and Human Services and the Child and Youth Readiness Cabinet resulting in strong relationships with participating state agencies. MA will capitalize on these relationships in addition to strong alliances with the other state agencies with whom we have secured MOUs. MA will utilize the state’s unique governance structure to support interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability. The State Advisory Council (SAC) is the same entity as the EEC Board. This group’s role will play an active role in decision-making regarding grant activities, prioritizing, public processes, and other unforeseeable circumstances that require action.

In addition four times a year we hold public meeting with parents, early education and childcare providers, and other community stakeholders to share updates on current activities, hear suggestions on ways EEC can better assist child and families, as required by statute. We intend to use these forums as opportunities to seek input on components of the plan that will be implemented statewide and update the public on progress over the four-year grant period.

**Attach organizational chart for (A)(3)(a)(1) --**

Selection Criterion Addressed: (A)(3) Aligning and coordinating early learning and development across the State

Code	Outcomes and Subtasks	Start Date	End Date
<b>1</b>	<b>Project 1 - Overall Grants Management</b>	2/1/2012	12/31/2015
1.1	Hire 6 Family Community Coordination Specialist to support the engagement of community and state-wide activities as outlined in the grant application.	2/1/2012	12/31/2015
1.1.1	Post and hire positions.	1/25/2012	9/30/2012
1.1.2	Promote and engage communities in awareness activities which support children as lifelong learners. Promote EEC programs and initiatives.	5/29/2012	12/31/2015
1.1.3	Act as a liaison for parents, programs, schools and providers including providing phone consultation and referring constituents to the appropriate EEC staff resource. Support efforts for the universal engagement of families within assigned communities.	5/29/2012	12/31/2015
1.1.4	Provide technical assistance and resources to educators and providers of the Quality Rating Improvement System (QRIS) including the verification of Environmental Rating tool within the QRIS standards, verification of programs self assessed standard level and technical assistance to educators and providers for efforts to improve quality, including site visits.	5/29/2012	12/31/2015
1.1.5	Work with, but not limited to, public schools, Department of Elementary and Secondary Education, Department of Children and families, the Department of Housing and Community Development and Department of Public Health on early education related activities within assigned region.	5/29/2012	12/31/2015
1.1.6	Milestone: Family Community Coordination Specialist will complete site visits for 10% of programs that are in the tier QRIS within their assigned regional area by 9/30/12. Currently there are 1896 programs participating in QRIS, 10% or 187 programs will be visited state-wide, or approximately 40 per each specialist per month either reviewed or visited.	5/29/2012	12/31/2012
1.2	Hire a Fiscal Program Monitor	1/15/2012	12/31/2015
1.2.1	Post and hire position.	1/25/2012	5/30/2012
1.2.2	Work closely with the Director of Audit Resolution and Chief Financial Officer to draft a risk assessment for the grant funding as well as a monitoring schedule based upon the risk assessment.	5/14/2012	12/31/2015
1.2.3	Draft a desk audit and site verification program to monitor program awards provided to vendors/grantees in accordance with Generally Accepted Auditing Principles.	5/14/2012	12/31/2015
1.2.4	Implement a monitoring cycle, conduct monitoring visits, develop monitoring reports, and provide a corrective action plan and follow up to vendors/grantees.	5/14/2012	12/31/2015
1.2.5	Conduct reviews and audits of Early Education and Care organizations funded through EEC.	5/14/2012	12/31/2015
1.2.6	Monitor grantee expenditure against its budget and ensure that spending is consistent with grant requirements.	5/14/2012	12/31/2015
1.2.7	Track and report on monitoring data including request for funding and payment recovery information.	5/14/2012	12/31/2015
1.2.8	Draft reports and responses to comply with federal grant regulations.	5/14/2012	12/31/2015
1.2.9	Provide policy and fiscal technical assistance to vendors and grantees for federal reporting.	5/14/2012	12/31/2015
1.2.10	Communicate with EEC programmatic staff on a regular basis regarding the fiscal status of programs within their regional area of assignment.	5/14/2012	12/31/2015
1.2.11	Participate in the Department’s reporting structure relative to data reviews, fiscal and other financial matters.	5/14/2012	12/31/2015

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1.2.12	Provide reports to ensure compliance with laws, rules, and regulations.	5/14/2012	12/31/2015
1.2.13	Prepare various statements and reports based on audit findings to reflect compliance with established procedures and standards and the financial status of agencies audited.	5/14/2012	12/31/2015
1.2.14	Milestone: Develop program by 7/1/2012, which will include testing of monitoring tool .	4/1/2012	6/15/2012
1.3	Hire a Program Manager for Statewide and Community Supports	1/23/2012	12/31/2015
1.3.1	Post and hire position.	1/25/2012	7/31/2012
1.3.2	Manage, implement and coordinate activities that support the quality rating and improvement system, the early learning standards validation and alignment, especially for English Language Learners, supporting the Massachusetts Early Learning and Development Assessment Systems, the development and implementation of a kindergarten Entry Assessment and the alignment of Pre-k to Grade 3 learning and development activities.	1/1/2012	12/31/2015
1.3.3	Evaluate project plans and strategies and identify and resolve barriers to project completion and support and monitor project completion.	8/1/2012	12/31/2015
1.3.4	Work collaboratively with the Commissioner's senior staff to implement the Department's Strategic Plan and address.	8/1/2012	12/31/2015
1.3.5	Manage, implement and coordinate activities that support public schools and other state agencies, family, community engagement for the early education and care field; the articulation of positive development and growth for children at high risk for falling off track for school readiness by providing accurate information regarding these initiatives and activities about quality child care and family support programs.	8/1/2012	12/31/2015
1.3.6	Provide programmatic and policy assistance to the development of a child development system including the Early Childhood Information System (ECIS) which includes but is not limited to cross agency work, specifically with health and human service agencies that serve young children in MA.	1/1/2012	12/31/2015
1.3.7	Identify opportunities and challenges to integration and sustainability of the work of the Early Learning Challenge Grant and provide recommendations.	8/1/2012	12/31/2015
1.3.8	Gather and analyze data and information to inform program development.	8/1/2012	12/31/2015
1.3.9	Research and identify early education and care national best practices for consideration in program development.	8/1/2012	12/31/2015
1.3.10	Develop and draft regular reports and other materials.	8/1/2012	12/31/2015
1.3.11	Establish and monitor priorities for all of these services.	8/1/2012	12/31/2015
1.3.12	Milestone: Reporting process established by 7/1/2012	3/15/2012	6/30/2012
1.4	Hire Interagency Liaison Manager	2/1/2012	12/31/2015
1.4.1	Post and hire for position.	3/18/2012	7/1/2012
1.4.2	Develop, implement and oversee a comprehensive agency-wide communication strategy for sharing information regarding the Massachusetts Early Learning Development (MELD) Plan with other state agencies, higher education, the mix delivery system, parents, non-profit groups and other early education and care stakeholders.	7/1/2012	12/31/2015
1.4.3	Staff internal and external ad hoc committees and working groups on various topics as needed. Manage and coordinate the Department's work with external partners. Identify and coordinate partnerships that can be leveraged to further develop the public's understanding of the value and purpose of EEC.	7/1/2012	12/31/2015
1.4.4	Manage the coordination of activities identified in the Interagency Services Agreements (ISA) with state agencies receiving funding through the Early Learning Challenge Grant. Coordinate activities related to the Early Learning Challenge Grant with these state agencies.	7/1/2012	12/31/2015
1.4.5	Coordinate efforts to gather information and input from a wide variety of groups to inform agency operations and policies and to ensure authentic representation in agency decision-making from a range of early education and care providers as well as from all regions of the state.	7/1/2012	12/31/2015
1.4.6	Regularly meet with various groups on a regional basis to encourage collaboration and partnerships between educators, legislative and community based organizations and business.	7/1/2012	12/31/2015
1.4.7	Develop written materials, data reports and other publications to share with external stakeholders, decision-makers (Governor's Office, Legislature), and EEC Board. Prepare and disseminate regular EEC communications, develop crisp, compelling "leave behind" documents for policymakers that capture important developments in EEC's work.	7/1/2012	12/31/2015
1.4.8	Milestone: All state agencies are fully engaged in ELC activities as outline in the scopes of work. All scopes of work signed.	3/1/2012	5/24/2012
1.5	Travel Costs for Staff in Activity 1	5/1/2012	12/31/2015
1.5.1	Support Community and State Wide Engagement through site visits to programs. Family Community Coordination Specialist who will be Regional based are expected to travel to program sites for monitoring and technical assistance. Mileage rate is .XX a mile and average monthly mileage will be approximately 400 miles.	5/1/2012	12/31/2015
1.5.2	Fiscal Monitoring of programs will include site visits to review and audit documentation related to ELC funding that programs receive. Mile reimbursement rate .XX a mile. Expect 100 miles per month in travel to sites.	5/1/2012	12/31/2015
1.6	Supplies	6/1/2012	12/31/2015
1.6.1	Office supplies to support additional employees which also includes postage.	6/1/2012	12/31/2015
1.7	Two retreats annually during the grant period to be convened by EEC to focus on High Quality Engagement with Families and Children to promote state agency leadership to build partnership and to implement a child development frame when working with high needs children in Massachusetts.	3/15/2012	12/31/2015

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1.7.1	May 14, 2012 Strategic Planning and Development Session with selected state agencies, who work with children from birth to 5 and their families, to collaborate on the RTT-ELCG goals. This session, entitled "Fulfilling the Promise" will serve as a kick-off planning event to support the joint work state agency leaders have undertaken in order to more efficiently coordinate services and programs for young children in Massachusetts.	3/15/2012	5/14/2012
1.7.2	Plan second retreat for first year of grant. Review outcomes from first meeting to determine agenda.	9/1/2012	12/31/2012
1.7.3	Vendor will hire a diverse team of consultants, with expertise working with state leaders, to support the planning and facilitation of this planning session.	9/1/2012	12/31/2012
1.7.4	Plan and execute 2 retreats for 2013. Evaluate first year retreats to set agenda for second year retreats.	1/1/2013	12/31/2013
1.7.5	Plan and execute 2 retreats for 2014. Evaluate first 2 years of progress made in ELC plan to develop agenda for year 3.	1/1/2014	12/31/2014
1.7.6	Plan and execute 2 retreats for 2015. Evaluate previous years of progress made in ELC plan to develop agenda for year 4.	1/1/2015	12/31/2015
1.7.7	Milestone: Reach consensus on goals for the next 4 years and beyond to support families and children	5/1/2012	12/31/2012
1.8	RTT-ELC grantee technical assistance activities facilitated by ED or HHS	3/1/2012	12/31/2015
1.8.1	Activities with ED	1/1/2012	12/31/2015
1.8.2	Milestone: Work with national organizations to set agenda for MA TA.	3/1/2012	12/31/2015
1.9	Further development of the Early Childhood Information System through computer purchases.	3/1/2012	12/31/2015
1.9.1	One time purchase of computers and related software to support the capacity of RTT staff.	6/30/2012	12/31/2012
1.9.2	Milestone: Purchase equipment in advance of project implementation	6/30/2012	12/31/2012

**Project 2: Quality Rating and Improvement System (QRIS): Program Quality Supports**

**Project Goals/Desired Outcomes:** MA is using the QRIS to ensure that all children with high needs are enrolled in high quality early learning and development programs.

**Narrative:** To support this goal, this project is designed to increase the number of programs participating in the state's tiered QRIS and the number of programs rated in the top tiers.

**Key Performance Measures:**

**Performance Measure for (B)(2)(c):** Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System.

**Performance Measure for (B)(4)(c)(1):** Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.

**Performance Measures for (B)(4)(c)(2):** Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

**Selection Criterion Addressed:** (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.

**Cross-reference to other projects:** These projects provide programs and educators with resources needed to meet QRIS standards. This project supports Project 8 as a means of increasing content offered to Early Childhood Educators.

Code	Outcomes and Subtasks	Start Date	End Date
<b>2</b>	<b>Project 2 - Quality Rating and Improvement System (QRIS): Program Quality Supports</b>	2/1/2012	12/31/2015
2.1	Hire a vendor to develop on-line courses.	4/1/2012	12/31/2013
2.1.1	Hire an IHE vendor to develop on-line courses	3/1/2012	9/1/2012
2.1.2	Consult with vendor to align course content with the 5 QRIS categories.	9/1/2012	3/31/2013
2.1.3	Plan provider access to and dissemination of courses	3/31/2013	12/31/2015
2.1.4	Review, edit and approve initial courses	9/1/2012	3/31/2013
2.1.5	Courses loaded on on-line platform	12/31/2012	3/31/2013
2.1.6	First 2-3 courses available to the field	4/1/2013	12/31/2015
2.1.7	Additional courses developed and released over two year period	4/1/2013	12/31/2015
2.1.8	Milestone: on-line courses are live by December 31, 2012	4/1/2012	12/31/2012
2.2	Activity 2.2: Fund QRIS grants.	3/1/2012	12/31/2015
2.2.1	Fund 90 Level 2 QRIS grantees that were not funded in the FY2012 grant round.	3/20/2012	9/30/2012
2.2.2	Milestone: Fund 90 small grants for program activities that increase quality	3/1/2012	9/30/2012
2.3	Supplement ECE Scholarship at OSFA for educators working in QRIS programs.	3/2/2012	8/31/2012
2.3.1	ISA \$XX in funds to DHE	3/2/2012	3/15/2012
2.3.2	Process implemented for Spring semester to identify eligible educators	3/8/2012	3/30/2012
2.3.3	Scholarships awarded	3/30/2012	4/15/2012
2.3.4	Process implemented for Summer semester	4/30/2012	5/31/2012
2.3.5	Scholarships awarded for summer	6/1/2012	6/30/2012

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2.3.6	Milestone: Educators gain course work toward AA and BA degrees in alignment with QRIS, first group of scholarships Spring 2012	3/2/2012	8/31/2012
2.4	Hire of two health consultants to support programs to fulfill the following QRIS Level 2 standard: Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation.	4/1/2012	12/31/2015
2.4.1	Work with the Department of Public Health (DPH) to hire two Health Consultants.	5/1/2012	7/31/2012
2.4.2	Make Health Consultants available to programs. Health Consultants will visit programs to monitor records, update health care policies and practices and provide TA to programs to meet QRIS Standard 2: Safe, Healthy Indoor and Outdoor Environments.	8/1/2012	12/31/2015
2.4.3	Milestone: All programs are in compliance with an annual review of children's health records, their policies and procedures as required by QRIS. Health Care Consultants visit 217 programs annually.	8/1/2012	12/31/2015
2.5	Provide QRIS grants for durable goods.	7/15/2012	12/31/2015
2.5.1	Hire a vendor to provide small grants to programs to purchase durable goods that link to their advancement of their quality on the QRIS standards. Durable goods are items that programs may need that last have a life span of 3 years such as books, assessment kits, play ground equipment, or portable sinks, that may be needed for a program to meet a QRIS Standard.	7/15/2012	12/31/2015
2.5.2	Milestone: The application process is fully implemented by 11/1/ 2012	7/15/2012	11/1/2012
2.6	Work with the United Way to create and pilot an Introduction to the QRIS training designed to provide a high-level overview of the MA Quality Rating Improvement System to a variety of stakeholders across the Commonwealth and create a Technical Assistance Document focused on applications that scored in Tier 3 of the 2012 Program Quality Improvement Grant process and were not funded. This document will be designed to provide an overview of common reasons for low scores on QRIS grant applications, as well as some exemplars of high-scoring applications.	3/20/2012	12/31/2012
2.6.1	Development of Introduction to QRIS Training (1 ½ -2 hours in length) including a PowerPoint presentation and handouts. Training is designed to inform families and external stakeholders what quality is and what a quality program does.	3/20/2012	12/31/2012
2.6.2	Translation of Introduction to QRIS Training PowerPoint presentation into five additional languages; Spanish, Portuguese, Haitian-Creole, Chinese, and Khmer presentation script into five additional languages; (Spanish, Portuguese, Haitian-Creole, Chinese, and Khmer) and creation of five additional versions of webinar	3/15/2012	6/30/2012
2.6.3	Pilot of the training to at least two groups (a hard-to-reach provider group and one other high-level stakeholder group)	6/25/2012	7/31/2012
2.6.4	Development of brief trainer guide to support dissemination of the training	7/1/2012	9/30/2012
2.6.5	Provision of one Train-the Trainer session and materials for EPS Grantees and other individuals designated by EEC	7/1/2012	12/31/2012
2.6.6	Development of Introduction to QRIS Webinar with narration in English	7/1/2012	1/31/2013
2.6.7	Translation of Webinar presentation script into five additional languages; (Spanish, Portuguese, Haitian-Creole, Chinese, and Khmer) and creation of five additional versions of webinar	12/31/2012	12/31/2013
2.6.8	Development of a Technical Assistance document	7/1/2012	12/31/2012
2.6.9	Translation of Technical Assistance document into five additional languages; Spanish, Portuguese, Haitian-Creole, Chinese, and Khmer	1/1/2013	3/31/2013
2.6.10	Development of brief guide to support EPS Grantee use of Technical Assistance document with providers	7/1/2012	12/31/2012
2.6.11	Provision of one session to provide training and information on this technical assistance support for EPS Grantees and other individuals designated by EEC	7/1/2012	9/30/2012
2.6.12	Milestone: All Educator Provider Support Grantees are trained by 12/31/2012	3/20/2012	12/31/2012
2.7	Development of an orientation to quality for families and the field.	4/1/2012	12/31/2013
2.7.1	Create a vision for an orientation program the engages families and the field. The vision will be based on the science of brain development and the quality supports for high needs children as they relate to outcomes.	1/1/2013	6/30/2013
2.7.2	Milestone: Create an orientation that engages families and the field in the understand of high quality programs	4/1/2012	12/31/2013
2.8	Develop online and face to face course for business planning including designing a computer based form and offering technical assistance to groups of providers to develop and complete business plans.	3/10/2012	6/30/2013
2.8.1	RFP process to hire a vendor.	7/1/2012	9/15/2012
2.8.2	Vendor to develop an online and face to face course for business planning including designing a computer based form.	9/16/2012	3/31/2013
2.8.3	Vendor to offer technical assistance to groups of providers to develop and complete business plans.	2/15/2013	6/30/2013
2.8.4	Milestone: Create course and make available by 12/31/2012.	3/10/2012	12/31/2012

**Project #3 Measuring Growth Through the MA Early Learning Development Assessment System (MELD)**

**Project Goals/Desired Outcomes: The design and implementation of the MELD Assessment System will measure, influence and improve a child's growth and development outcomes from birth to grade three.**

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<b>Narrative:</b> Massachusetts' Coordinated Family and Community Engagement (CFCE) grantees, early education programs and public school classrooms will support the alignment of a seamless assessment system and the healthy development of children and their families at different points along the assessment continuum.			
<b>Key Performance Measures:</b> Engage 306 public school districts in Kindergarten Entry Assessment, assess 67,496 children in 1 of three formative assessments and train 3,041 teachers in the use of 1 of the three format assessments tools by year four.			
<b>Selection Criterion Addressed:</b> (C)(2) Supporting effective uses of Comprehensive Assessment Systems: because we know state investments in program and teacher quality and family and community engagement must be matched by a willingness to analyze child outcomes, promote best practices while individualizing teaching and learning and remedy ineffective policies. In section (C)(2) we will outline our full strategy for assessing children's learning and development at key points in their development, including kindergarten entry, and monitoring their progress through universal screenings and ongoing formative assessment from birth to grade three. We will also present plans to validate our assessment system as it relates to standards in partnership with IHEs using norm referenced testing.			

**Cross-reference to other projects:** Supports project 10, Implementing the Early Childhood Information System and Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment (KEA)

Code	Outcomes and Subtasks	Start Date	End Date
<b>3</b>	<b>Project 3 - Measuring Growth Through the MA Early Learning Development Assessment System (MELD)</b>	3/12/2012	12/31/2015
3.1	Purchase Ages and Stages Screener for all Coordinated Family and Community Engagement grantees and stagger implementation in year one to ensure an effective method of getting all grantees onto the online system for full implementation in years 2 and 3.	3/12/2012	6/1/2012
3.1.1	Hold project meetings to provide grantees with the goals and expectations of engaging with families, and using the screening tool to support child development education.	3/12/2012	5/31/2012
3.1.2	Cohort 1 Implementation: The Consolidated Family Community Engagement Grantee will be trained to use the ASQ screening tool to provide families with information about their child's development.	3/12/2012	4/1/2012
3.1.3	Cohort 2 Implementation: The Consolidated Family Community Engagement Grantee will be trained to use the ASQ screening tool to provide families with information about their child's development.	3/12/2012	6/1/2012
3.1.4	Cohort 3 Implementation: The Consolidated Family Community Engagement Grantee will be trained to use the ASQ screening tool to provide families with information about their child's development.	3/12/2012	6/1/2012
3.1.5	Cohort 4 Implementation: The Consolidated Family Community Engagement Grantee will be trained to use the ASQ screening tool to provide families with information about their child's development.	3/12/2012	6/1/2012
3.1.6	Milestone: Train cohorts in the Ages and Stages questioner. The ASQ screener will be used by CFCE grantees as part of their services to families on a regular basis. The practice will become embedded in the services they offer.	3/12/2012	6/1/2012
3.2	Pay for substitutes so teachers may attend formative assessment training (\$XX/day)	3/31/2012	6/30/2013
3.2.1	Determine how many teachers will be attending the formative assessment training to determine scope of task.	3/31/2012	6/30/2013
3.2.2	Milestone: Create survey to determine how many teachers will be engaged in process	3/31/2012	6/30/2013
3.3	Purchase subscriptions for public schools for three assessment tools (High Scope COR, Creative Curriculum Gold and Work Sampling)	2/1/2012	9/30/2012
3.3.1	Survey school district to determine which and how many tools are needed	2/1/2012	4/15/2012
3.3.2	The assessment tools are delivered to schools and the schools can begin to set up their information on-line to prepare for the 2012/2013 school year.	6/15/2012	9/30/2012
3.3.3	Milestone: Purchase tools on or about 6/15/2012 and deliver to schools on or about 7/1/2012 for public school prior to start of 2012-2013 school year.	2/1/2012	8/31/2012
3.4	Purchase subscriptions for QRIS Level 2 programs for three assessment tools (High Scope COR, Creative Curriculum Gold and Work Sampling)	7/1/2012	6/30/2013
3.4.1	Determine how many children are in level 2 QRIS programs to purchase sufficient tools. Survey programs to determine which tool they will be using	7/1/2012	6/30/2013
3.4.2	Milestone: Create survey to determine how kits to purchase.	7/1/2012	6/30/2013
3.5	Train 70 programs in the ASQ screener	8/1/2012	6/30/2013
3.5.1	Task 3.5.1: Invite programs to participate in ASQ screening and provide training in the screening tool	8/1/2012	6/30/2013
3.5.2	Milestone: Identify the 70 programs by 7/1/2012	7/1/2012	7/1/2012
3.6	Provide funding for durable goods for up to 800 educators to implement the formative assessment	4/1/2012	9/1/2012
3.6.1	Develop process/criteria for dissemination of funding for durable goods	4/1/2012	5/15/2012
3.6.2	Disseminate funds to Cohort 1 of MKEA for durable goods	7/1/2012	9/1/2012
3.6.3	Milestone: Provide grants to schools for the of durable goods by September 1, 2012	7/1/2012	9/1/2012
3.7	Purchase and dissemination of the ASQ for applicable participating state agencies	3/21/2012	12/31/2012
3.7.1	Develop ECE training for staff working with families in DHCD shelters	3/21/2012	9/1/2012
3.7.2	Issue scope for training	5/15/2012	6/1/2012
3.7.3	Hire vendor	6/15/2012	7/15/2012
3.7.4	Consult with vendor to align training with use of the ASQ and EEC initiatives	7/15/2012	12/31/2012

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3.7.5	Review and approve training	9/1/2012	9/15/2012
3.7.6	Plan dissemination of training to DHCD shelters	8/1/2012	9/15/2012
3.7.7	Evaluation of training by participants; revision as needed	12/1/2012	12/31/2012
3.7.8	Milestone: Train caseworkers and homeless shelter staff in tool. Provide at least 3 trainings by 12/31/2012.	8/1/2012	12/31/2012

**Project #4 Family Engagement with Evidence Based Practice**

**Project Goals/Desired Outcomes:** EEC seeks to increase school readiness by strengthening partnerships with families and communities and engaging with them specifically relative to the appropriate development of children.

**Narrative:** Families are the single most influential individuals in a child's development. EEC recognizes that when families and communities are fully engaged, supported and informed of the appropriate development of children, school readiness goals promoted and successful. With a focus on reaching families of children with high needs, this project will support communities in a variety of approaches to form strong partnerships with families.

**Key Performance Measures:** Strengthening the statewide network of Consolidated Family Community Engagement Grantees to support families of children with high need by incorporating the use of evidence based models. Share information in multiple languages on children's learning and development and available state resources through a statewide public awareness campaign aimed at the families with children from birth to age 5. Establish a cohort of trainers in each of the six state regions defined by EEC to provide ongoing coaching and guidance to frontline practitioners working with diverse families. In partnership with the national Head Start training center, train 320 individuals in parent, family and community engagement by 2014.

**Selection Criterion Addressed:** (C)(4) Engaging and supporting families: MA recognize that parents and families are children's first and most important teachers. RTT-ELC provides a crucial opportunity to build on a strong network of 107 CFCE grants strategically distributed statewide to galvanize communities around Strengthening Families with a focus on family literacy, reaching hard to serve families and linking programs and families to comprehensive services to support child development. This project produces an innovative strategy for advancing ongoing work by collaborating with a national Head Start training organization to provide trainings in parent, family, and community engagement aligned with the Strengthening Families framework, as well as implementing universal screening and evidence based early literacy strategies.

**Cross-reference to other projects:** Measuring Growth Through the MA Early Learning and Development Assessment System, Project 3. By engaging families in the assessment of their children, educators will have a whole child view of the skills and abilities of the child. Pre-K to Grade Three Alignment for Educational Success: Communication which raises public awareness through Brain Building in Progress Campaign.

Code	Outcomes and Subtasks	Start Date	End Date
<b>4</b>	<b>Project 4 - Family Engagement with Evidence Based Practice</b>	2/15/2012	12/31/2015
4.1	Financial Education Toolkit	2/15/2012	2/28/2013
4.1.1	Hire a vendor to develop an on-line course, webinar, and train trainers	2/15/2012	3/20/2012
4.1.2	Vendor to meet with EEC staff to coordinate and plan the content and format of the FLE online course.	5/1/2012	6/1/2012
4.1.3	Vendor to submit draft plan of online course development to EEC.	4/16/2012	6/14/2012
4.1.4	Vendor to hire on-line course development consultant.	4/1/2012	4/16/2012
4.1.5	Vendor to develop on-line course (initial planning, consulting with content experts, building line modules, acquire ADOBE license, post on vendor website, conduct beta test, finalize online course)	6/14/2012	8/1/2012
4.1.6	Vendor to develop webinar of an overview of the Financial Literacy Toolkit (including instructions for accessing the online course and contact information for attending the face to face training)	6/24/2012	7/15/2012
4.1.7	Vendor to hire and develop MOU with trainers	4/1/2012	6/16/2012
4.1.8	Vendor to conduct outreach, recruitment and registration for Training Session #1; secure vendor.	5/18/2012	5/18/2012
4.1.9	Vendor to conduct Training Session #1 with 40-45 participants.	6/27/2012	6/28/2012
4.1.10	Vendor to conduct outreach, recruitment and registration for Training Session #2; secure vendor.	5/18/2012	7/18/2012
4.1.11	Vendor to conduct Training Session #2 with 40-45 participants.	7/19/2012	7/26/2012
4.1.12	Vendor to conduct outreach, recruitment and registration for Training Session #3; secure vendor.	5/18/2012	9/12/2012
4.1.13	Vendor to conduct Training Session #3 with 40-45 participants.	9/13/2012	9/30/2012
4.1.14	Vendor to conduct outreach, recruitment and registration for Training Session #4; secure vendor.	5/18/2012	10/25/2012
4.1.15	Vendor to conduct Training Session #4 with 40-45 participants.	10/25/2012	10/30/2012
4.1.16	Vendor to conduct outreach, recruitment and registration for Training Session #5; secure vendor.	5/18/2012	11/27/2012
4.1.17	Vendor to conduct Training Session #5 with 40-45 participants.	11/28/2012	11/30/2012
4.1.18	Vendor to submit mid-contract progress report.	9/15/2012	9/30/2012
4.1.19	Vendor to submit end of contract progress report.	2/15/2013	2/28/2013
4.1.20	Milestone: Trainings available in the field by 9/30/12	9/1/2012	9/30/2012
4.2	Family Literacy Add Ons	4/1/2012	12/31/2013
4.2.1	EEC will issue a Request for Information to Coordinated Family and Community Engagement (CFCE) Grantees	4/1/2012	4/30/2012
4.2.2	EEC will issue a closed bid for CFCE RFI respondents	7/1/2012	9/1/2012
4.2.3	EEC will fund at scale some evidence based family literacy practices (through a vendor(s) or individual grants)	10/1/2012	12/31/2013
4.2.4	Milestone: Additional literacy program offer by 9/30/12	7/1/2012	9/30/2012

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4.3	Coordinated efforts with Department of Elementary and Secondary Education (ESE) to address adult literacy	2/17/2012	12/31/2015
4.3.1	Determine related ESE initiatives	2/17/2012	3/9/2012
4.3.2	Continue partnership with IBM to train adult/child literacy selected programs in IBM software.	3/1/2012	6/30/2015
4.3.3	Continue partnership with IBM to distribute adult/child literacy software for programs selected through RFP process.	3/1/2012	6/30/2015
4.3.4	EEC to issue an RFP (Request for Proposal) , each four years of the grant, to existing adult literacy programs, in targeted communities, to add a Family Literacy component in partnership with IBM.	5/8/2012	12/31/2014
4.3.5	Determine programs to train	7/1/2012	12/31/2015
4.3.6	Schedule and offer trainings to designated programs	8/1/2012	12/31/2015
4.3.7	Milestone: RFR for training in IBM software to add family literacy component to existing adult literacy programs	3/1/2012	12/31/2015
4.4	Partnership with museums and libraries.	3/1/2012	12/31/2015
4.4.1	EEC will issue a RFP for the coordination and provision of the tasks listed below.	3/1/2012	4/1/2012
4.4.2	Identify and confirm participants representing children's museums, libraries, and CFCE grantees.	3/1/2012	4/1/2012
4.4.3	Invite representatives to a planning/ kick-off meeting, Friday May 4, 2012	3/1/2012	4/1/2012
4.4.4	Create a pre-meeting survey to assess interest, current resources and programming and capacity.	3/1/2012	4/15/2012
4.4.5	Identify resources that are ready to roll out to museum and library partners.	3/1/2012	4/1/2012
4.4.6	Create list of resources needing work – language translation, more content - to be created by BCM.	3/1/2012	4/1/2012
4.4.7	Participate in this year's BBIP event for WOYC on 4/24.	3/1/2012	4/27/2012
4.4.8	Hold May 4 meeting, assess participant needs, plan for site visits, provide consultations for partners needing assistance defining their involvement.	3/1/2012	5/4/2012
4.4.9	Plan first ever statewide Countdown to Kindergarten event (small presence, in lots of communities).	7/1/2012	9/1/2012
4.4.10	Partner training: How to host a CDTK event	7/1/2012	9/1/2012
4.4.11	Post CDTK materials on web-site.	7/15/2012	7/30/2012
4.4.12	Create more resources needed by partners.	8/1/2012	12/31/2012
4.4.13	Deliver Countdown to Kindergarten celebration.	8/15/2012	9/1/2012
4.4.14	Create planning teams for Year Two. Focus on quarterly statewide celebrations, for example, Family Literacy Month (fall), BBIP (winter), WOYC and STEM weeks (spring) CDTK celebration (summer). Create annual planning calendar around and leading up-to quarterly events.	9/15/2012	10/15/2012
4.4.15	Plan with libraries to host "Every child a reader" and other early literacy training.	9/15/2012	9/30/2012
4.4.16	Plan first shared professional development for museum, CFCE grantees and library staff on early literacy.	10/1/2012	12/31/2012
4.4.17	Create a planning team for parent education component across all four areas.	10/1/2012	12/31/2012
4.4.18	Evaluate collaboration with both museums and libraries - working relationships and effectiveness of programs and activities.	11/1/2012	11/30/2012
4.4.19	Use lessons learned in evaluation to plan, Year Two.	12/1/2012	12/31/2012
4.4.20	Host STEM and BBIP training for museums and libraries.	7/1/2012	12/31/2012
4.4.21	Develop new Family Fun night/event opportunities through CFCE grantees.	1/1/2013	6/1/2013
4.4.22	Plan Year Two	1/1/2013	1/31/2013
4.4.23	Solidify the Year One partnerships with CFCE grantees, statewide museums, and libraries.	12/1/2012	12/31/2012
4.4.24	Identify new partners as they surface.	1/1/2013	12/31/2013
4.4.25	Create and execute on quarterly trainings (professional development and parent education) and events statewide.	1/1/2013	12/31/2013
4.4.26	Develop and distribute content and materials relevant to the four areas.	1/1/2013	12/31/2013
4.4.27	Maintain and strengthen the Year Two partnerships with CFCE grantees, statewide museums, and libraries.	1/1/2014	12/31/2014
4.4.28	Identify new partners as they surface.	1/1/2014	12/31/2014
4.4.29	Create and execute on quarterly trainings (professional development and parent education) and events statewide.	1/1/2014	12/31/2014
4.4.30	Develop and distribute content and materials relevant to the four areas.	1/1/2014	12/31/2014
4.4.31	Evaluate sustainable partnerships with CFCE grantees, statewide museums, and libraries.	1/1/2015	12/31/2015
4.4.32	Document child outcomes from four areas.	1/1/2015	12/31/2015
4.4.33	Create materials available online.	1/1/2015	12/31/2015
4.4.34	Create and execute on quarterly trainings (professional development and parent education) and events statewide.	1/1/2015	12/31/2015
4.4.35	Widely distribute the Boston Children's Museum (in partnership with public television and National Grid) teaching kit designed to improve teaching and learning of Science, Technology, Engineering and Math (STEM) among young children and their educators and childcare providers.	1/1/2015	12/31/2015
4.5	Expand evidence based family practice (Brazelton Touchpoints Model)	3/10/2012	6/30/2015
4.5.1	4 EEC staff and 2 CFCE coordinators were trained March 10 and 11, 2012 in the Brazelton Touchpoints model.	3/10/2012	3/11/2012
4.5.2	EEC to issue a contract to a vendor to perform work outlined below.	4/1/2012	6/15/2012
4.5.3	Selected vendor to work with EEC to develop a selection process for participants. Training will be for 9 small groups of 25.	6/15/2012	7/15/2012
4.5.4	Selected vendor to provide 18 hours of training to existing community based institutions on participatory guidance for parents.	7/1/2012	1/1/2013
4.5.5	Select coaches from the trained participants for statewide implementation of the work.	1/1/2013	6/30/2015
4.5.6	Milestone: Initial staff Training is completed by 6/30/12, community training begun September 2012	4/1/2012	6/30/2012

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<b>Project #5 Sustaining Program Effects in the Early Elementary Grades</b>			
<b>Project Goals/Desired Outcomes:</b> Provide communities support to enhance children's third grade reading and math proficiency skills, social and emotional development and the alignment of birth to grade 3 instructional and assessment training and implementation opportunities.			
<b>Narrative:</b> Informed by evidenced based research, EEC has embraced birth to third grade alignment as a comprehensive strategy that seeks to sustain student learning gains in the early elementary school years. The efforts of this project aims to enable communities to enhance children's third grade reading and math proficiency skills, social and emotional development and the alignment of birth to grade 3 instructional and assessment training and implementation opportunities.			
<b>Key Performance Measures:</b> Enhance the state's learning and development system throughout the early elementary school years by building on the successful practices already in place.			
<b>Selection Criterion Addressed:</b> Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades: Massachusetts's early learning and development system is designed to sustain and build upon early learning outcomes throughout the early elementary school years - smoothing the path from birth to grade three. Informed by evidenced based research, Massachusetts has embraced birth to third grade alignment as a comprehensive strategy that seeks to improve young children's access to high quality birth to 5 programs and strengthens the capacity of elementary schools to sustain student learning gains in the early elementary school years. By integrating these two efforts the state aims to enable the children to be proficient in reading and math, and to develop the social and emotional skills that support academic success by the end of third grade.			
<b>Cross-reference to other projects:</b> n/a			
Code	Outcomes and Subtasks	Start Date	End Date
<b>5</b>	<b>Project 5 - Sustaining Program Effects in the Early Elementary Grades</b>	2/12/2012	12/31/2015
5.1	Early Educators Fellowship Initiative	2/12/2012	12/31/2015
5.1.1	2012 Early Educators Fellowship Initiative: in partnership with CAYL Institute; Community based teams of early education leaders from over 30 communities were selected after an application process to participate in three sessions (March 10, 2012/ continuum of supports birth through third grade); April 28, 2012/ social emotional development and June 4, 2012 /STEM)	2/12/2012	6/4/2012
5.1.2	Hire a vendor to establish, oversee, and facilitate a planning committee to design the Institute, implementing the meetings, and write a summary report of the institute outcomes and findings. The three Spring meetings to the mixed delivery system will cover child development.	7/1/2012	6/30/2013
5.1.3	implementation of Meetings (Identify, recruit and secure institute participants with final approval from EEC and ESE; set a schedule for the three meetings; secure, set up, and pay for space; send out meeting notices; develop agendas; recruit and hire nationally recognized presenters/facilitators; prepare and provide necessary materials to implement agenda; record meeting discussions; track member progress on assignments and post meeting results online with links to additional information to provide opportunities for continued reflection).	7/15/2012	12/31/2015
5.1.4	Vendor to arrange for interested participants to earn college or graduate level credit for participating in the fellowship.	10/1/2012	12/31/2015
5.1.5	Vendor to conduct an evaluation survey of all participants pre and post institute to assess knowledge, awareness, competencies, and overall satisfaction with the Institute	10/1/2012	12/31/2015
5.1.6	Vendor to submit monthly reports to EEC summarizing key information (e.g. applicants, demographics, agendas, speakers, participants etc.)	7/1/2012	12/31/2015
5.1.7	Vendor to submit a final summary report of institute covering participant background, feedback and overall learnings.	12/1/2015	12/31/2015
5.1.8	Milestone: Develop a fellowship program for educators the sustains successful practices in the field for early education and elementary grades	7/1/2012	12/31/2015
5.2	Readiness Center: Provision and Coordination of Training on Comprehensive Assessment and other activities	2/1/2012	12/31/2015
5.2.1	Meet with 6 Regional Readiness Centers to review ELC grant activities: KEA training, counseling and advising educators, professional development related to QRIS, data collection.	2/1/2012	3/12/2012
5.2.2	individual meetings with the Readiness Center and EPS grantee in each region.	7/1/2012	9/30/2012
5.2.3	Issue RFR to 6 Readiness Centers	3/15/2012	4/15/2012
5.2.4	Review responses to negotiate individual ISAs	4/16/2012	7/31/2012
5.2.5	Ongoing monitoring and data collection	7/15/2012	12/31/2015
5.2.6	refine deliverables for year 3 based on year 1 and 2 evaluation	1/1/2013	2/28/2013
5.2.7	refine deliverables for year 4 using year 3 evaluation	1/1/2014	2/28/2014
5.2.8	compile final report/data summary.	12/1/2015	12/31/2015
5.2.9	Milestone: Collaboration between Readiness Centers and EPS grantee in each region on key activities that align career planning	7/15/2012	12/31/2015
5.3	Grants for community collaboration and coordination for strategic planning relative to the B-5 population	5/15/2012	12/31/2015

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5.3.1	Develop a request for Responses to release to eligible communities and public schools to support the development and activities related to Pre-K through 3rd grade alignment through strategic planning. Select Communities.	5/1/2012	8/30/2012
5.3.2	Provide 10 eligible communities with two year grants (up to \$XX each year) to do strategic planning around preK-three alignment between community based programs and the public schools.	9/1/2012	9/30/2014
5.3.3	Evaluate the effectiveness of the strategic plan to develop grant proposals for the 2nd two years funding.	9/15/2013	10/15/2013
5.3.4	Revise and release a second request for Responses to release to eligible communities and public schools to support the development and activities related to Pre-K through 3rd grade alignment through strategic planning. Select Communities.	11/1/2013	12/15/2013
5.3.5	Provide an additional 10 communities two year grants to develop and implement a strategic plan around the pre-k to three grade alignment between community based programs and public schools.	12/15/2013	12/31/2015
5.3.6	Milestone: Create the activities based on set criteria that will promote alignment between communities and pre k to third grade activities for grant	9/30/2012	12/31/2015

**Project #6 Standards: Validation and Alignment**

**Project Goals/Desired Outcomes:** This project is intended to establish a seamless system of developmentally appropriate learning and development standards for all children from birth to kindergarten.

**Narrative:** Through translation, development of English Language Development Standards and the study of the QRIS Validation and alignment of the Standards, MA hopes to take a comprehensive look at the system of quality and standards to ensure we are promoting positive child outcomes.

**Key Performance Measures:** To determine if current standards and the tiered Quality Rating and Improvement System provide positive child outcomes to high needs children and prepare children for school readiness. In addition, understand the relationship between positive child outcomes and the standards and Tiered QRIS.

**Selection Criterion Addressed:** (B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System; and (C)(1) Developing and using statewide, high-quality Early Learning and Development Standard: having taken a bold step to develop the Massachusetts Early Learning Guidelines for Infants and Toddlers, Preschool Guidelines and include pre-kindergarten in the Massachusetts Curriculum Frameworks (which incorporate the common core standards) we know that it is now time to ensure that early learning and development practices align with child development research that documents what it takes to promote positive child outcomes. Included in this project are specific activities to ensure state standards are aligned with the formative assessment and ways to improve our standards effectiveness for English Language Learners in particular. The standards already are included in the tiered QRIS, fully implemented into teacher practice through professional development (including site-based coaching and online courses), and promoted through public awareness campaigns to inform families about developmental benchmarks.

**Cross-reference to other projects:** This project supports Tiered Quality Rating and Improvement System and Ensuring Competency Through Workforce Knowledge Skills, and Practices by understanding how educators practices improve child outcomes and strengthen the English Language Development Practice within the system.

Code	Outcomes and Subtasks	Start Date	End Date
<b>6</b>	<b>Project 6 - Standards: Validation and Alignment</b>	3/1/2012	12/31/2015
6.1	Hire Research Firm to Compile Data and Complete Analysis for the QRIS Validation Study	3/1/2012	12/1/2015
6.1.1	Provide vendor two-month planning period for the purpose of fully specifying all research plans in detail and aligning with grant requirements to include substantive engagement with a range of stakeholders, expert resources, and early education and care providers in support of the development of final study plans for sampling, recruitment, measures, data collection, analysis and reporting and to leverage additional and available resources in support of this validation study. Study Design planning time will include review and feedback from ED/HHS.	3/1/2012	6/15/2012
6.1.2	After study design is reviewed and approved during the period of 7/1/2012 -8/31/2012, execution of validation study. Design a validation study that will assess the outputs of the rating process and will relate ratings to expected child outcomes. Project plans will include plans for Interviews and a Web-based Survey of programs currently in the MA QRIS and will be completed as part of project. On-going evaluation Coordination and working groups meetings to occur during project implementation.	9/1/2012	12/1/2015
6.1.3	Milestone: Project design and plan completed by 6/30/2012	3/1/2012	6/30/2012
6.2	Alignment study of the Infant Toddler, Preschool, Common Core and Kindergarten Standards	1/1/2012	5/31/2013
6.2.1	Hire a vendor to perform tasks 6.2.2 - 6.2.5	1/1/2012	4/1/2012
6.2.2	Content analyses of the areas of children's learning and development addressed in the five ELDS documents developed by the state of Massachusetts (Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences (2003) in all domains except ELA and Mathematics, Kindergarten Learning Experiences in all domains except ELA and Mathematics, Curriculum Framework for ELA and Literacy, Standards for Pre-K and K and Curriculum Framework for Mathematics	3/1/2012	7/1/2012

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6.2.3	Vertical alignment analyses to evaluate alignment between ELDS for different ages and horizontal alignment analyses to evaluate alignment between the preschool/pre-kindergarten ELDS and the HSCDEL	7/1/2012	11/30/2012
6.2.4	Horizontal alignment analyses to evaluate alignment between the ELDS and three assessment instruments, Work Sampling System, Creative Curriculum/Teaching Strategies GOLD, and High/Scope COR	12/1/2012	3/31/2013
6.2.5	A readable, usable summary report that recounts the findings from each phase of the study and makes recommendations to the EEC on how to proceed in its effort to create a coherent set of aligned documents to guide early learning programs in Massachusetts.	2/1/2013	5/31/2013
6.2.6	Milestone: the four deliverables above are the project's milestones	1/1/2012	5/31/2013
6.3	Development of English Language Development Standards in: a) Personal and Social Development b) Movement of Physical Development c) Language Arts d) Language of Mathematics e) Language of Science f) Language of Social Studies	2/1/2012	12/31/2012
6.3.1	Develop and post a scope of work to hire a vendor to develop and design English Language Learning standards.	3/15/2012	1/31/2013
6.3.2	Design standards and content that reflects best practices for English Language Development standards via consultation with the national experts/research, EEC and stakeholders on content development in order to incorporate current research into the standards	8/1/2012	1/31/2013
6.3.3	Include performance definitions and consider other early learning standards used in the Massachusetts system	9/1/2012	11/30/2012
6.3.4	Ensure standards are consistent with the work already established and considered the IPT, Pre-Las, Woodcock Munoz, and other ELP test as deemed appropriate; and are structured to facilitate their use for professional development	9/1/2012	11/30/2012
6.3.5	Ensure the standards align with the assessments for the language domains available in DLL for Teaching Strategies Gold, High Scope COR and other formative assessment tools used within the Massachusetts pre-kindergarten system	1/1/2012	11/30/2012
6.3.6	Organize and facilitating a series of meetings across the state to gather broad input and feedback on the draft standards and guidelines	12/1/2012	12/31/2012
6.3.7	Milestone: Completed English Language Learning Standards in multiple domains by January 2013.	2/1/2012	12/31/2012
6.4	Translation costs for courses and family materials	2/1/2012	12/31/2015
6.4.1	Translate pre-school family guides in 5 languages.	7/1/2012	11/30/2012
6.4.2	Translate Tired Quality Rating and Improvement System on-line course into 2 languages	2/1/2012	6/30/2012
6.4.3	Translate parent consent letter to use data collected by screening tools in the Early Childhood Information System into 5 languages.	4/15/2012	5/31/2012
6.4.4	Translate all new on-line courses developed to support professional development of educators into 5	5/15/2012	5/30/2012
6.4.5	Translate the English Language Learner Development Standards into 5 Languages	1/1/2013	6/30/2013
6.4.6	Milestone: Materials used by families and educators is translated into multiple languages	2/1/2012	12/15/2015

**Project #7 Interagency Partnerships**

**Project Goals/Desired Outcomes:** MA plans to building up the state infrastructure to support interagency collaboration on programs and services for high needs children from birth to age 5.

**Narrative:** MA plans to achieve our goal by working with other agencies to provide staff training and professional development for workers in the field, support for personnel with expertise in child development and early education, learning collaborative on key issues (e.g. children's mental health), and support for successful programs at participating state agencies. This work has been agreed to across agencies and is outlined in the MOUs referenced below.

**Key Performance Measures:** Policies and procedures through agencies that serve children are aligned. Families and Children entering the state system through different agencies will receive the same level of supports and information.

**Selection Criterion Addressed:** (A)(3)(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency.

**Cross-reference to other projects:** Supports Tiered Quality Rating and Improvement System (QRIS) through providing health care consultants to programs engaged in the Tiered QRI; other MA state agencies will use screening tools as part of the Measuring Growth through Massachusetts Early Learning Development Assessment System (MELD) from birth to Grade Three project; Share data to implement the Early Childhood Information System; and Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support.

Code	Outcomes and Subtasks	Start Date	End Date
7	Project 7 - Interagency Partnerships	2/1/2012	12/15/2015

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7.1	Department of Children and Families	1/13/2012	12/15/2015
7.1.1	Develop ISA which includes core responsibilities of training in the Early Learning Standards, using screening and assessments where appropriate, reviewing policies to align with health child growth and development, and participate in data sharing.	3/1/2012	5/9/2012
7.1.2	Leadership Meeting to establish on-going protocols for work tasks	3/7/2012	12/31/2015
7.1.3	Placement of 2 developmental specialist at DCF to provide leadership and assistance in embedding early childhood developmental knowledge across DCF.	10/1/2012	12/31/2015
7.1.4	Enhance training and coaching regarding inclusion, medication administration, individualized health care plan, behavioral health concerns for children served by DFC.	10/1/2012	12/31/2015
7.1.5	Collaborate with EEC to promote community level infrastructure, complete implementation of an integrated case practice model, increase implementation of trauma informed care, build on existing screening mechanism, and continue to ensure a holistic approach to clinical formulations of DCF involved families.	7/15/2012	12/31/2015
7.1.6	Determine protocol and referral process to establish a "warm handoff" between early intervention specialist and early learning and development programs.	7/15/2012	12/31/2015
7.1.7	Provide cross-training professional development on mental health issues to early learning and development programs.	11/1/2012	12/31/2015
7.1.8	Work with the DCF Child Welfare Institute to align training and technical assistance with EEC.	11/1/2012	12/31/2015
7.1.9	Build on existing partnership with Boston Medical Center to enhance training and technical assistance with EEC's Consolidated Family Community Engagement Grantees	11/1/2012	12/31/2015
7.1.10	Data sharing through ECIS consistent with federal and state privacy requirement	1/13/2012	12/31/2015
7.1.11	Develop data sharing agreements with EEC to share population-level data between agencies to enhance program development	1/13/2012	12/31/2015
7.1.12	Milestone: EEC/DCF ISA implemented by 7/15/2012	1/13/2012	12/31/2015
7.2	Department of Housing and Community Development	3/7/2012	12/31/2015
7.2.1	Develop ISA which includes core responsibilities of training in the Early Learning Standards, using screening and assessments where appropriate, reviewing policies to align with health child growth and development, and participate in data sharing.	3/8/2012	4/20/2012
7.2.2	Leadership meeting to establish on-going protocols	3/7/2012	12/31/2015
7.2.3	Provide staff training on the Massachusetts Early Learning Guidelines for Infant and Toddlers to all DHCD staff that work with families of young children; attend regular leadership retreats twice a year on the development of children; and consistent with federal and state privacy requirements share data through the Early Childhood Information System.	7/1/2012	12/31/2015
7.2.4	The DHCD Early Education and Care Liaison will increase the collaboration between DHCD –supported congregate housing for parents of young children and EEC's local Coordinated Family and Community Engagement Grantees (CFCE) through developmental screening for children 0-5 using the Ages and Stages Questionnaire to provide families with information regarding their children's development and link comprehensive services and supports to high needs children to assess children's school readiness. Through this collaboration, DHCD caseworkers and families will access developmental screening that deals with concerns regarding any child's development. In conjunction with EEC, parent materials will be developed on child development, tips to support young children in homeless settings, community services for families and other related materials. Provide all parents of young children, within 30 days of connecting with DHCD services, informational and educational materials on child development. DHCD agrees to help develop a process and policies to ensure all children 0-5 have access to a developmental screening.	7/15/2012	12/31/2015
7.2.5	The DHCD Early Education and Care Liaison will ensure a mechanism for referral to services is in place for caseworkers and families when any developmental concerns are identified. Caseworkers and families should have a list of community programs that provide easy access to information and referrals organizations that provide services to young children.	11/1/2012	12/31/2015
7.2.6	The DHCD Early Education and Care Liaison will encourage all young parents to engage and connect with their local CFCE grantee and support all young children to be screened.	11/1/2012	12/31/2015
7.2.7	Review the existing DHCD policies and practices to assess their impact on child development and, where appropriate, revise the policies and practices to support child development such as, considering whether placements in child care, shelter and in services to families consider the developmental needs of children and that supports offered to their families are culturally sensitive and support child development.	7/15/2012	12/31/2015
7.2.8	Use existing EEC written materials and on-line seminars develop a joint program of child development between DHCD and EEC that focuses education for caseworkers and shelter providers. Initially train all DHCD staff, shelter providers and caseworkers by 12/31/2012 and then quarterly for new staff. Training should include information about resources available in the early education and care field such as libraries, museums MASS 2-1-1, CFCE, and Educator/Provider Supports.	11/1/2012	12/31/2015
7.2.9	DHCD will support the development of a long term focus on child development in a written plan as part of their mandate to provide families with homeless services that would extend beyond this agreement and ensure a strong foundation of child development. DHCD will ensure that specific policies in regards to child development are developed and embedded in the practice of working with homeless families with young children.	7/15/2012	12/31/2015

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7.2.10	DHCD will increase collaboration between caseworkers and shelter staff and EEC's Coordinated Family and Community Engagement grantees to increase engagement of all parents, especially young parents.	7/15/2012	12/31/2015
7.2.11	DHCD staff will be trained on EEC's on-line Kinderwait system by a train the trainer program conducted by EEC and extend this training and usage to shelter providers to enter placement and referrals for EEC administered programs. The Early Education and Care Liaison will coordinate and monitor these training sessions to ensure proper usage of the kinderwait system. Collaborate with EEC in the development of an on-line access tool via EEC's Kinderwait system to support referral and placement with contracted providers and Diversion/Stabilization, and Home Base caseworkers. Once the new on-line tool is developed, the Early Education and Care Liaison will ensure that this tool is part of the larger Kinderwait training offer to the DHCD and shelter staff.	7/15/2012	12/31/2015
7.2.12	DHCD will continue to align/improve joint management of early education and care and out-of-school time programming for homeless families via supporting work with EEC on the Early Childhood Information system through data sharing to track the number and percentage of homeless children utilizing early education services. In addition DHCD will track the number and percentage of homeless children from birth to kindergarten entry in the state, access and usage of early education and care slots and to identify any areas of the state where access to care is limited so that this need can be addressed.	7/15/2012	12/31/2015
7.2.13	As DHCD's new Home Base approach to homeless service provision rolls out, the Early Education and Care Liaison will ensure that there is a focus on the developmental needs of children via: a. Data matching to determine the impact of child care access to successful outcomes for families. Children that receive services from both agencies will be assigned a unique identifier to track their services overtime. Through the use of the Early Childhood Information system determine the extent to which the need for early education and care and out of school time placement needs are met via EEC's subsidy programs: contracted homeless slots, income eligible slots and vouchers. b. Receipt of input/feedback from Lieutenant Governor's Interagency Coalition on Housing and Homelessness and in particular, its subcommittee on early childhood. Input and feedback will be incorporated where appropriate into	7/15/2012	12/31/2015
7.2.14	DHCD to participate in bi-annual leadership retreats during the 4-year grant period on the science of child development to inform policies and practices. The first retreat is scheduled for May, 14, 2012 and DHCD will identify leadership to attend, which may also include the Early Education and Care Liaison.	5/14/2012	12/31/2015
7.2.15	DHCD, to the extent applicable and consistent with its mission, to train staff on the Massachusetts Early Learning Guidelines for Infant and Toddlers and the Massachusetts Curriculum Frameworks (including for pre-kindergarten and kindergarten); Massachusetts licensing regulations; the Massachusetts Tiered Quality Rating and Improvement System and how it supports family engagement in quality programs for high needs children; Massachusetts' comprehensive approach to workforce development, including professional certification, core competencies and the state's career ladder where professional development in the DHCD system may provide educational opportunities for professionals that work within the DHCD system to increase their learn and skills regarding young children and their development.	7/15/2012	12/31/2015
7.2.16	Consistent with federal and state privacy requirements, share data through the Early Childhood Information System (ECIS) and the Statewide Longitudinal Data System.	7/15/2012	12/31/2015
7.2.17	Lastly DHCD agrees to: 1. Implement the Scope of Work identified in Exhibit I and Appendix II of the State Plan; 2. Abide by the governance structure outlined in the State Plan; 3. Abide by the budget included in section V of the State Plan; 4. Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED") or by the U.S. Department of Health and Human Services ("HHS"); 5. Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned/developed using Federal funds awarded under the RTTT-ELC grant. 6. Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; 7. Be responsive to State, ED, or HHS requests for project information including on the status of this project, project implementation, outcomes, and any problem anticipated or encountered, consistent with applicable local, State and Federal privacy laws.	4/20/2012	12/31/2015
7.2.18	Work collaboratively with and support DHCD in carrying out this Scope of Work as described above.	4/20/2012	12/31/2015
7.2.19	Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for DHCD in the State Plan during the course of the project period and in accordance with DHCD's Scope of Work as described.	4/20/2012	12/31/2015
7.2.20	Provide feedback on DHCD's status updates, any interim reports, and project plans and products.	7/15/2012	12/31/2015
7.2.21	Keep DHCD informed of the status of State's Race to the Top-Early Learning Challenge grant project and seek input from DHCD where applicable through the governance structure outlined in the State Plan.	3/7/2012	12/31/2015
7.2.22	Facilitate coordination across DHCD necessary to implement the State Plan; and	7/15/2012	12/31/2015
7.2.23	Identify sources of technical assistance for the project.	7/15/2012	12/31/2015

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7.2.24	EEC and DHCD will each appoint an interim key contact person and provide that information to EEC's Director of Operations and Human Resources with 48 hours of signing the ISA for the Race to the Top-Early Learning Challenge grant. Once DHCD and EEC hire staff members, the DHCD Early Education and Care Liaison staff member and the EEC Interagency Liaison Manager will be the key contacts.	3/7/2012	12/31/2015
7.2.25	Key contacts from EEC and DHCD will maintain frequent communication to facilitate cooperation under this agreement consistent with the State Plan and governance structure.	3/7/2012	12/31/2015
7.2.26	EEC and DHCD personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.	3/7/2012	12/31/2015
7.2.27	EEC and DHCD personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State's Plan requires modifications that affect DHCD, or when DHCD's Scope of Work requires modifications.	3/7/2012	12/31/2015
7.2.28	Milestone: EEC/DHCD ISA implemented by 4/20/2012	3/7/2012	4/20/2012
7.3	Department of Mental Health	3/7/2012	12/31/2015
7.3.1	Develop ISA which includes core responsibilities of training in the Early Learning Standards, using screening and assessments where appropriate, reviewing policies to align with health child growth and development, and participate in data sharing.	3/13/2012	6/1/2012
7.3.2	Task 7.3.2 Leadership meeting to establish on-going protocols	3/7/2012	12/31/2015
7.3.3	Task 7.3.3: Identify a key leadership position to serve as primary contact for Early Childhood Mental Health and relate RTT-ELC project activities.	3/7/2012	4/15/2012
7.3.4	Participate in the joint management team to oversee and monitor the Early Childhood Mental Health Consultation Program to assure adherence to geographic focus, design, approach, contract monitoring and outcomes evaluation for the Early Childhood Mental Health Consultation Grant (Fund Code 700) and other related Early Childhood Mental Health initiatives as outlined in the RTT-ELC State Plan. In addition, DMH leadership will participate in two (2) retreats annually to discuss the science of child development. The first of these two retreats is scheduled for May 14, 2012.	4/15/2012	12/31/2015
7.3.5	Hire one full-time early childhood mental health specialist by May 15, 2012; staff member will be based at DMH to oversee the Early Childhood Mental Health program. This early childhood mental health specialist will oversee and monitor the program on behalf of EEC and will integrate early childhood mental health services with other community supports.	7/1/2012	9/1/2012
7.3.6	Hire 0.5 FTE child psychiatrist with a strong background in early childhood mental health, clinical supervision, training and technical assistance experiences, and possesses a strong knowledge and understanding of the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood. The child psychiatrist, to be hired by May 15, 2012, will expand the capacity of MCPAP to provide relevant and grounded interventions to young children and their families and assure consistency in addressing the consultation/training needs of MCPAP clinicians, CBHI service teams, ECMH staff, and other caregivers of the targeted population.	7/1/2012	9/1/2012
7.3.7	Both the early childhood mental health specialist and the child psychiatrist will work towards open access to family physicians for mental health services and create a single point of entry for services for all children through The Mass Child Psychiatry Access Project.	9/2/2012	12/31/2015
7.3.8	Work closely with the EEC funded Child Development Specialist, Massachusetts Department of Children and Families' Child Psychiatrist and the Regional Mental Health Specialists, which are funded by DMH to assure consistency in addressing the consultation/training needs of staff and other caregivers of the targeted population.	9/15/2012	12/31/2015
7.3.9	Conduct monthly monitoring, including on-site visits and on-going technical assistance to Mental Health Consultation Services Program to assure adherence to geographic focus, design, approach, contract monitoring and outcome evaluation for the Mental Health Consultation Services Grant (Fund Code 700).	9/15/2012	12/31/2015
7.3.10	Task 7.3.10: Provide quarterly training and professional development opportunities for the early education and care mixed delivery system educators and program administrators, EEC staff, Licensors, CFCE (grantees), CCR&R's including MASS 211 staff. This includes developing a quarterly professional development plan that includes eight (8) training/professional developments sessions delivered annually for a total of thirty-two (32) trainings/professional development opportunities.	9/15/2012	12/31/2015
7.3.11	Establish linkages between EEC's CFCE grantees and DMH's Parent Support Groups for parents of children with mental illness; and through the Children's Behavioral Health Initiative to ensure that CFCE grantees have current information about the local community resources that offer parent training on early childhood mental health topics include, but are not limited to: behavior management techniques; and identifying & accessing mental health resources.	9/15/2012	12/31/2015
7.3.12	Mass Child Psychiatry Access Project (MCPAP): Extend the capacity of MCPAP to providing consultation and training to MCPAP clinicians, CBHI service teams, ECMH staff, state agency staff, and programs who work with young children that is relevant and grounded interventions used with young children and their families, with an emphasis on the mental health needs and issues for children from birth to age five.	9/15/2012	12/31/2015

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7.3.13	Design a central intake and monthly performance outcomes reporting system for FY13 for mental health consultations service grantees that includes performance measures and outcomes and measures for children, families, educators and programs participating in mental health consultation services that is consistent with the requirements of the Mental Health Consultations Services (Fund Code 700) and related early childhood mental health reporting requirements by June 1, 2012.	9/15/2012	12/31/2015
7.3.14	Design and propose a mental health program evaluation model that will measure the effectiveness of the statewide mental consultation services system by June 30, 2012. Using an agreed upon evaluation model for early child mental health services, provide preliminary recommendations on the effectiveness of this model by June 30, 2013.	5/15/2012	6/15/2012
7.3.15	Track and report attendance for all professional development in partnership with the EEC Educator/Provider Support Grantees and the Readiness Center opportunities as outlined under "Outreach, Professional Development, and Technical Assistance"	9/15/2012	12/31/2015
7.3.16	Provided EEC with monthly reports on the 3rd Friday of each month that provide updates on the Technical Assistance as offered to programs and as gathered through the Mental Health Consultation Services grantees monthly performance and outcome reports.	10/1/2012	12/31/2015
7.3.17	Provide EEC with quarterly financial and programmatic reports no later than third Friday of that month, that outlines spending of the TA funds by subsidiary with a description of the programmatic activities from the ISA that align with the spending. The programmatic description should include the name(s) of staff involved in those activities. EEC reserves the right to meet with DMH to discuss any of these programmatic and/or financial reports.	6/1/2012	12/31/2015
7.3.18	Provide accurate reports, data, and records to EEC that are required for its state and federal compliance and reporting obligations and cooperate with any necessary federal or state audit procedures.	6/1/2012	12/31/2015
7.3.19	Collaborate with the EEC, DPH, DCF, and ESE on the alignment of policies, data sharing protocols, intake eligibility and other tasks and activities outlined above in the RTT-ELC State Plan as related to early childhood mental health and children's healthy" social-emotional development birth through grades three.	3/7/2012	12/31/2015
7.3.20	Designate a representative from DMH to participate on Data Advisory Workgroup. As a participant of this work group this person will work with other participating state agencies to: establish agreement on the functionality of the ECIS, taking into consideration the unique benefits and challenges represented by each agency and provider; establish agreements around the development of unique identifiers or key indicators for matching across Massachusetts state agency data systems; identify needed fields of data to be shared in the ECIS; identify solutions to uphold privacy requirements of HIPAA and FERPA; identify a data-sharing process specific to young vulnerable children that allows coordinated case management and supports cross-agency service delivery to the child and family; identify strategies for communicating information about the ECIS to families and communities to increase outcomes for children through intentional and greater access to services; and identify the need for parental consent and/or regulatory authority in data collection.	3/7/2012	12/31/2015
7.3.21	Provide EEC with quarterly financial and monthly programmatic reports through the period of the ISA or third Friday of month, respectively, that outlines spending of the Race to the Top Funds, TA funds by subsidiary with a description of the programmatic activities from the ISA that align with the spending.	10/1/2012	12/31/2015
7.3.22	DMH should arrange for training of staff that work with young children on the Statewide Early Learning and Development Standards, such as The Massachusetts Early Learning Guidelines for Infants and Toddlers and the Curriculum Frameworks (including pre-kindergarten and kindergarten) and have training completed by June 30, 2012.	9/1/2012	12/31/2015
7.3.23	DMH staff should review QRIS standards and identify program supports for children with high needs and disabilities to inform training curriculum. <ul style="list-style-type: none"> <li>In conjunction with EEC Educator/Provider Support Grantees, develop a training plan no later the August 31, 2012 that address the standards that support diverse learners, promotes healthy social emotional development, and addressing the needs of children with high needs.</li> </ul>	5/15/2012	8/31/2012
7.3.24	EEC and DMH will each appoint a key contact person for the race to the Top-Early Learning Challenge Grant	3/7/2012	3/15/2012
7.3.25	These key contacts from the MDEEC and MDMH will maintain frequent communications to facilitate the cooperation under this ISA, consistent with the State Plan, and governance structure.	3/7/2012	12/31/2015
7.3.26	EEC and DMH will work together to determine appropriate timeless for the project and status reports through the grant period.	3/7/2012	12/31/2015
7.3.27	EEC and DMH personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top- Early Learning Challenge grant, including when the State Plan requires modification that affect DMH, or when MDMH's Scope of Work requires modifications.	3/7/2012	12/31/2015
7.3.28	Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for DMH in the State Plan during the course of the project period and in accordance with the Scope of Work, as identified above, and in accordance with the budget, as identified in section VIII of the State's application;	3/7/2012	6/1/2012
7.3.29	Provide feedback on DMH's status updates, any interim reports, and project plans and products;	5/15/2012	12/31/2015
7.3.30	Keep DMH informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from DMH, where applicable, through the governance structure outlined in the State Plan;	3/7/2012	12/31/2015
7.3.31	Facilitate coordination with DMH as necessary to implement the State Plan; and	5/1/2012	12/31/2015
7.3.32	Identify sources of technical assistance for the project.	7/1/2012	12/31/2015
7.3.33	Milestone: EEC/DMH will implement ISA by 6/15/2012	3/7/2012	5/29/2012
7.4	Department of Public Health	3/5/2012	12/31/2015

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7.4.1	Develop ISA which includes core responsibilities of training in the Early Learning Standards, using screening and assessments where appropriate, reviewing policies to align with health child growth and development, and participate in data sharing.	3/5/2012	5/25/2012
7.4.2	Leadership meeting to establish on-going protocols	3/7/2012	12/31/2015
7.4.3	Placement of a Early Education and Care Clinical Health and a Mental Health Specialists at the Massachusetts Department of Public Health to provide leadership and assistance in embedding health guidance/support across multiple programmatic systems, including EI and MIECHV	6/1/2012	12/31/2015
7.4.4	:TA for health specific concerns/questions, including child care licensing and policy development, support for EEC Staff, vendors and consumers on specific health and safety issues, including Safe Sleep and nutrition/physical activity. Plan and implement training and networking support for Child Care Health Consultants who provide consultation to EEC programs at the local level. Ensure alignment of all program and policy initiatives with EEC's goals and objectives. Foster collaboration between DPH and EEC programs at the community level to encourage opportunities for referral coordination and mutual technical assistance.	8/1/2012	12/31/2015
7.4.5	TA for ECMH specific concerns/questions, including child care licensing and policy development, support for EEC staff, vendors and consumers on promotion of social emotional development, prevention and intervention with behavioral health and mental health concerns. Align work with DMH ECMH staff hired through ISA with EEC. Plan and implement training for EEC staff, EEC educators, and other cross systems providers on ECMH topics including screening, post-partum depression, positive behavior support (CSEFEL) in coordination with EEC professional development plan. Oversee the work of the Regional Consultation Program on topics of inclusion, and behavioral health issues.	10/1/2012	12/31/2015
7.4.6	Expand role of RCPs to provide enhanced training and coaching around inclusion, medication administration/Individualized Health Care Plans, and behavioral health concerns. Ensure alignment of activities with EEC's goals and objectives.	10/1/2012	12/31/2015
7.4.7	Sustain and enhance capabilities of the MA Children at Play (MCAP) initiative to provide ongoing training and technical assistance for child care health consultants to assist childcare centers/family childcare providers in developing and implementing policies and environmental changes to support the state's regulation requiring all childcare programs to include a nutrition program and offer 60 minutes of daily physical activity. Align expansion activities of MCAP with those included in Mass in Motion: Community-Clinical Partnerships to Reduce Childhood Obesity. Align work between early care providers with local Mass in Motion communities. Align EEC nutrition standards with recently passed DPH School Nutrition Standards.	7/1/2012	12/31/2015
7.4.8	Share and develop CEU or credit-bearing cross training and train the trainers opportunities between the range of Early Childhood Programs including Head Start/Early Head Start, WIC, Early Education and Care Programs, Early Intervention and Evidenced Based Home Visiting Programs. Investigate creation of single training entity with aligned and shared training calendars offering specific strands for unique training needs. Y1 will include training development of training on safe sleep in the context of cross-cultural parenting practices, as well as nutrition standards. Provide Technical Assistance in specific topic areas such as training in ASQ:SE, Motivational Interviewing, post partum depression, and SBIRT, CSEFEL and Strengthening Families. Ensure alignment of all trainings and TA with EEC's goals and objectives. Provide training and technical assistance to cross systems providers on helping families access SSI and public benefits through DPH's Public Benefits Specialist. Ensure that DPH and other state agency staff working with potentially vulnerable families are familiar with EEC priority populations subsidized child care for these groups and have key contact at EEC for accessing these services.	10/1/2012	12/31/2015
7.4.9	Employ consultant to support alignment of planned cross-training, mental health, health and nutrition activities. Support full participation in and alignment of existing governing structures	10/1/2012	12/31/2015
7.4.10	Milestone: DPH/EEC will implement ISA by 6/15/2012	3/5/2012	5/30/2012
7.5	Office for Refugees and Immigrants	3/2/2012	12/31/2015
7.5.1	Develop ISA which includes core responsibilities of training in the Early Learning Standards, using screening and assessments where appropriate, reviewing policies to align with health child growth and development, and participate in data sharing.	3/2/2012	4/15/2012
7.5.2	Leadership meeting establish on-going protocols	3/7/2012	12/31/2015
7.5.3	EEC to support the creation/hire an Early Education and Care Liaison position at ORI to complete and support the tasks outlined below.	5/15/2012	7/15/2012
7.5.4	Liaison to coordinate five trainings per contract year (2012-2013, 2013-2014, 2014-2015) for EEC providers, grantees and stakeholders in regions across the state, to help increase awareness among the early education community of refugee and immigrant needs and services available to them. Topics to be covered include: demographics and services; basic immigration law; immigration issues related to children; QRIS and ASQ	8/1/2012	12/31/2015
7.5.5	Liaison will attend and participate in EEC meetings, including Head Start Advisory Board, EEC bi-annual retreats, EEC annual State Conference, CFCE, EPS, and CCR&R quarterly regional meetings to provide information related, but not limited to: regional trainings for EEC providers and stakeholders; promising practices for early education and care providers who serve refugee and immigrant children and families; understanding cultural, historical, political, and social context of refugee and immigrant populations; and sharing resources available at ORI.	8/1/2012	12/31/2015

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7.5.6	Liaison will attend and participate in ORI meetings to inform refugee and immigrant providers of services offered by EEC and offer updates on the work related to the Race to the Top-Early Learning Challenge State Plan and updates on EEC and ORI's partnership.	8/1/2012	12/31/2015
7.5.7	Liaison will attend and participate in ORI meetings to inform refugee and immigrant providers of services offered by EEC and offer updates on the work related to the Race to the Top-Early Learning Challenge State Plan and updates on EEC and ORI's partnership. Including, ORI Refugee Consultations each trimester via conference call and once in person, statewide semi-annual ORI Refugee School Impact meetings, meetings of EOE, HHS and the Child Readiness Cabinet and the Governor's Advisory Council on Refugees and Immigrants	8/1/2012	12/31/2015
7.5.8	Develop a region specific Work Plan to inform EEC regional offices of refugee and immigrant community demographics, assess availability of services in the area offered to refugee and immigrants to connect regional offices to these populations.	9/1/2012	12/31/2012
7.5.9	Provide information to refugee and immigrants about the value of becoming a licensed Family Child Care (FCC) provider, including information on how to become licensed.	9/1/2012	12/31/2015
7.5.10	Create relationships and maintain connections with ethnic media outlets for EEC media and outreach campaigns to inform diverse communities of early education and care needs and regulations.	9/15/2012	12/31/2015
7.5.11	To support EEC's work related to Dual Language Learners by identifying areas of need with demographics available to ORI.	8/1/2012	12/31/2015
7.5.12	To support EEC's work related to Dual Language Learners by creating and maintaining a list of EEC and ORI providers to disseminate information on work related to refugee and immigrants within the Race to the Top-Early Learning Challenge State Plan.	8/1/2012	12/31/2015
7.5.13	To support EEC's work related to Dual Language Learners by creating and maintaining a clearinghouse with information for refugee and immigrants of EEC services available to them.	8/1/2012	12/31/2015
7.5.14	To support EEC's work related to Dual Language Learners by informing EEC Regional office staff of services funded through ORI, providers and statewide refugee and immigrant organizations.	8/1/2012	12/31/2015
7.5.15	To support EEC's work related to Dual Language Learners by informing ORI providers of EEC services available to refugee and immigrant communities.	8/1/2012	12/31/2015
7.5.16	Outreach and recruitment activities including increasing consumer awareness of language access service available, ensuring provider awareness and utilization of language access services, and recruitment and retention of language access providers/vendors.	8/1/2012	12/31/2015
7.5.17	Interpretation and translation service referral for limited and/or non-English speaking families accessing EEC services.	8/1/2012	12/31/2015
7.5.18	Coordination of key document translation. This may include but is not limited to translations of policies, financial assistance forms, outreach materials, and research surveys. This will also include coordination of ad hoc translations for additional documents identified by EEC as related to the Race to the Top Early Learning Challenge grant.	8/1/2012	12/31/2015
7.5.19	Milestone: EEC/ORI will implement and ISA by 4/15/2012	3/2/2012	4/4/2012

**Project #8 Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support**

**Project Goals/Desired Outcomes:** Validation of core competencies in areas of social emotional, literacy, numeracy; Model for transitioning ELL educators to college courses in English; Post-masters certificate program; Infrastructure for coaching and mentoring educators.

**Narrative:** These activities connect knowledge to classroom practice (competency). Validation of competency is focused on three critical areas children's academic success. Strengthening the diversity and recognizing the competency ELL educators bring to early education requires enabling their access to higher education. Fostering leadership that connects research, policy and classroom practice requires credentials in early education beyond a Masters degree. A reliable and predictable system of coaching and mentoring services is essential to support educators in the intentional planning for their professional growth.

**Key Performance Measures:** Improves and measures the education and training effectiveness at the classroom and program level.

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<p><b>Selection Criterion Addressed: (D)(2) supporting Early Childhood Educators in improving their knowledge, skills and abilities -- MA has long recognized that high-quality adult-child interactions in programs are critical to producing successful child outcomes. The state finds itself at a turning point in its efforts to advance the early childhood workforce. Over the last few years, significant investments have been made to better structure early educators career trajectories. The state has created a workforce knowledge and competency framework (WKCF) known as EEC's Core Competencies, which are supported by six regional educator and provider support hubs, increased access to higher education through the Early Childhood Educators Scholarship program, and increased alignment across IHEs through its course catalogue and early educators transfer compact. Yet it remains unclear whether this work has significantly advanced the field in obtaining higher credentials and new knowledge and skills necessary to improving instructional practices. The RTT-ELC presents an ideal opportunity to bring greater coherence to state investments in early educators. In section (D)(2), we will explain how current investments will be integrated with new strategies aimed at supporting all early educators, from paraprofessionals whose home language is not English to those post-graduate degrees, in achieving benchmarks aligned with the state's newly developed career ladder for education, training and credentialing. We will begin to demonstrate that the investments in early education will lead to competencies in the classroom in literacy, numeracy and executive function.</b></p>			

**Cross-reference to other projects: This project supports Project 2 as a means of increasing content offered by to Early Childhood Educators and Project 9, the Kindergarten Entry Assessment, through utilizing a central educational source to offer curriculum that aligns with what educators need to know and understand.**

Code	Outcomes and Subtasks	Start Date	End Date
<b>8</b>	<b>Project 8</b>	3/1/2012	6/15/2015
8.1	An analysis of available professional development data, including that in the PQ Registry, to determine additional data needs and research to identify how professional development resources are used by educators and programs.	3/1/2012	6/30/2012
8.1.1	ISA with UMass Boston in place.	3/1/2012	3/9/2012
8.1.2	Research plan approved	3/9/2012	3/15/2012
8.1.3	Develop protocols, conduct research	3/15/2012	5/1/2012
8.1.4	Submit draft report	5/1/2012	6/1/2012
8.1.5	Submit final report	5/31/2012	6/30/2012
8.1.6	Milestone: Baseline identifying existing data and data needs for the validation study of core competencies related to social emotional, literacy, and numeracy.	3/1/2012	6/30/2012
8.2	Validation of Workforce Core Competencies for social emotional and design of consultant requirements	4/30/2012	12/1/2013
8.2.1	Release RFP for a vendor to look at practice	4/30/2012	5/11/2012
8.2.2	Selected researcher to look at what educators are doing in the classroom using observation tools to inform practice	6/30/2012	7/15/2012
8.2.3	Make recommendations for professional development.	8/1/2012	12/1/2013
8.2.4	Milestone: Determine impact levels of practice in classrooms as it relates to numeracy, social and emotional and numeracy and link it to training models.	4/30/2012	12/1/2013
8.3	Validation of Workforce Core Competencies for literacy and design of consultant requirements	4/30/2012	12/1/2014
8.3.1	Release RFP for a vendor to look at practice	4/30/2012	5/11/2012
8.3.2	Selected researcher to look at what educators are doing in the classroom using observation tools to inform practice	6/30/2012	7/15/2012
8.3.3	Make recommendations for professional development.	8/1/2012	12/1/2014
8.3.4	Milestone: Determine impact levels of practice in classrooms as it relates to numeracy, social and emotional and numeracy and link it to training models.	4/30/2012	12/1/2014
8.4	Validation of Workforce Core Competencies for numeracy and design of consultant requirements	4/30/2012	12/1/2014
8.4.1	Release RFP for a vendor to look at practice	4/30/2012	5/11/2012
8.4.2	Selected researcher to look at what educators are doing in the classroom using observation tools to inform practice	6/30/2012	7/15/2012
8.4.3	Make recommendations for professional development.	8/1/2012	12/1/2014
8.4.4	Milestone: Determine impact levels of practice in classrooms as it relates to numeracy, social and emotional and numeracy and link it to training models.	4/30/2012	12/1/2014
8.5	Development of an Institution of Higher Ed to train Dual Language Learners that are early childhood educators	3/1/2012	6/30/2015
8.5.1	Issue procurement document	3/1/2012	4/6/2012
8.5.2	Review responses and issue grant to IHE	5/7/2012	6/30/2012
8.5.3	Advisory, course schedule, instructors, and other supports in place	5/1/2012	8/31/2012
8.5.4	Cohort 1 enrolled, approximately 20 participants	8/1/2012	9/15/2012
8.5.5	Cohort 2 enrolled, approximately 20 participants	11/1/2012	1/1/2013
8.5.6	Evaluate year 1; including individual goal attainment, best practices, and recommendations. Refine year 2 deliverables	3/31/2013	6/30/2013
8.5.7	Cohort 3 enrolled, approximately 20 participants	11/1/2013	9/1/2014
8.5.8	Evaluate year 2; refine deliverables for year 3	3/31/2014	6/30/2014
8.5.9	Develop final report on best practices with data for educators transitioning to courses in English	3/31/2015	6/30/2015
8.5.10	Milestone: create courses to prepare ELL to access higher education, leading to a Model pathway for ELL educators to access higher education in English that can be replicated..	3/1/2012	6/30/2015

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8.6	Support for the development of a post-Master's degree certificate in early education and policy leadership	3/1/2012	6/30/2015
8.6.1	Preliminary meeting of EEC and colleges	3/1/2012	3/9/2012
8.6.2	Issue procurement for credentialing by college(s)	3/14/2012	4/4/2012
8.6.3	Identify vendor and issue contact	5/1/2012	6/30/2012
8.6.4	Convene advisory group of college officials	5/15/2012	7/31/2012
8.6.5	matriculate certificate courses to CAGS	6/30/2012	1/31/2013
8.6.6	matriculate certificate courses to doctoral program(s)	6/30/2012	3/31/2013
8.6.7	Cohort 1 completes certificate	10/31/2012	3/31/2013
8.6.8	Cohort 2 completes certificate	7/1/2014	12/31/2014
8.6.9	Cohort 3 completes certificate	1/1/2015	6/30/2015
8.6.10	Milestone: Foundational step towards establishing a more research in early childhood as it relates to practice in early education in Massachusetts	3/1/2012	6/30/2015
8.7	Create and implement an infrastructure for evidence based coaching and mentoring	5/1/2012	6/30/2013
8.7.1	Issue procurement document	5/1/2012	6/1/2012
8.7.2	Selected vendor	6/1/2012	7/1/2012
8.7.3	Convene stakeholders including educators, directors and other leaders to replicate PAR panel	7/1/2012	8/1/2012
8.7.4	Panel determines qualifications and role of consultant teachers (CTs); CT selection process, CT caseload , training, selection of mentees and data collection.	7/1/2012	8/1/2012
8.7.5	Develop curriculum to train CTs Select CTs for pilot program	7/1/2012	12/31/2012
8.7.6	Oversee training of CTs including tracking and scheduling CTs, stipends, data collection and reporting	10/1/2012	3/31/2013
8.7.7	Develop, pilot and implement an evaluation process linked to Massachusetts Standards and Core	10/1/2012	6/30/2013
8.7.8	Evaluate data from pilot to improve training of CTs and PAR model.	10/1/2012	6/30/2013
8.7.9	Expand cadre of CTs through recruitment, selection and training	10/1/2012	6/30/2013
8.7.10	Refine evaluation process	10/1/2012	6/30/2013
8.7.11	Evaluate data from years two and three to refine training of CTs and other aspects of PAR model.	10/1/2012	6/30/2013
8.7.12	Bring model to scale expanding cadre of CTs	10/1/2012	6/30/2013
8.7.13	Finalize evaluation process	10/1/2012	6/30/2013
8.7.14	Determine how many teachers will be participating to form the cadre.	10/1/2012	6/30/2013
8.7.15	Milestone: Infrastructure in place by 6/30/15	5/1/2012	6/30/2015

**Project #9 Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment (KEA)**

**Narrative:** Programs serving children birth to 5 years of age will be expected to use formative assessment to measure growth and learning, individual teaching and curriculum design, and communicate with parents on the child's progress. Programs have a choice of using 1 of 3 formative assessment tools. A common metric will be developed for the 3 assessment tools that will allow one set of data on a child to be assessed to determine school readiness.

**Key Performance Measures:** Development and use of a Common Metric, Engagement of Programs in the EEC mixed delivery system to administer screen and formative assessment to approximately 135,000 high needs children, complete training on formative assessment to at least 1,200 educators, and build the capacity of the Early Childhood Information System.

**Selection Criterion Addressed:** (E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry: assessing children's school readiness at kindergarten entry is essential to identifying the learning needs of children and targeting instructional and programmatic support. This point takes on added significance when discussing high-needs children who often enter school behind in foundational developmental skills and knowledge, putting them at high-risk for academic struggles throughout their educational careers. The state recognizes this is an area where its statewide early learning and development system is sorely lacking and sees the RTT-ELC application as a necessary resource for fully implementing the MKEA. In this project MA will map out our full plan for developing and implementing our kindergarten readiness assessment system, including assessing the degree of alignment between our proposed assessment tools and state learning standards, the development of a common measure to determine kindergarten readiness and ongoing learning, validation of this measure through psychometric testing, and training and support for schools conducting assessments through state Readiness Centers.

**Cross-reference to other projects:** This project will support Measuring Growth through the Massachusetts Early Learning and Development Assessment System (MELD) from birth to Grade Three and the Implementation of the Early Childhood Information System.

Code	Outcomes and Subtasks	Start Date	End Date
<b>9</b>	<b>Project 9 - Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment (KEA)</b>	1/1/2012	6/30/2013
9.1	Develop a common metric for early learning assessment tools that are the basis of the MKEA	4/15/2012	6/30/2013
9.1.1	Hire a vendor to complete tasks listed below.	3/21/2012	4/15/2012
9.1.2	Focus on three widely-used evidence based assessments: Teaching Strategies GOLD, Child Observation Record, and Work Sampling System to establish a psychometrically validated common metric;	4/15/2012	9/1/2012
9.1.3	Determine what commonalities there are in each assessment's domains and objectives;	4/15/2012	6/30/2013

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9.1.4	Have statistical consultants examine the existing data for at least 7,000 four year old children in order to determine its quality for purposes of this project from 4 year olds to determine quality.	11/1/2012	6/30/2013
9.1.5	Use a series of item factor models to examine the validity of the model.	11/1/2012	6/30/2013
9.1.6	Compare the factorial structure of each scale across research sites (e.g. municipalities or states). This set of analyses will provide insight into the likelihood a common scale can be achieved across sites;	11/1/2012	6/30/2013
9.1.7	Based on the results of these analyses, make recommendations for data collection, professional development and refinements to the data collection and analysis plan;	11/1/2012	6/30/2013
9.1.8	Develop and administer a training for early educators regarding the purpose of using two tools regarding how to use the second assessment tool a foundation for the study. Introduction will be provided by EEC, this training will focus on introduction to the research;	9/1/2012	6/30/2013
9.1.9	Oversee educators administer two assessment tools to a sample of 3,000 4-year-olds in a variety of early education and care settings at one point during the year in MASSACHUSETTS (typically, teachers and providers administer one assessment twice per academic year to each child; the second assessment tool will be added to only one of those data collection points);	9/1/2012	6/30/2013
9.1.10	Compile and combine results of this data collection effort with the usual data (multiple assessments of a given child on a single assessment instrument) from at least 7,000 children (including, not in addition to, the 3,000 children whom teachers will score on two assessment tools on a single occasion);	1/1/2013	6/30/2013
9.1.11	Provide state-of-the-art analyses, which will ultimately result in the Common Metric. The analyses examine the structural integrity of each of the scales within and across each state. This will be done to ensure that the second phase data is consistent with the data from the first phase;	1/1/2013	6/30/2013
9.1.12	Examine a second series of item factor models that are comprised of items from all of the assessments (note: the number of models and the complexity of these models will be determined by the sampling methods employed during the second phase of the project);	1/1/2013	6/30/2013
9.1.13	Examine each domain that contains items from at least two assessments using the multi-level item response theory (IRT) models. This examination should begin after the cross assessment factor models have been completed;	10/1/2012	12/31/2012
9.1.14	Develop a scoring algorithm following the IRT analyses to place the different assessments on a common metric within each municipality/state and if possible, the same metric across municipalities/states;	11/1/2012	12/31/2012
9.1.15	Collect data using the newly developed instrument. Test the common metric with a longitudinal study with a large, representative sample of early childhood programs, teachers and children (n=6000) to investigate the properties of the measurement system and prepare it for widespread adoption. Part of the testing must include comparisons across child gender, neighborhoods, and other socio-demographic variables to examine the robustness of the measure cross-sectional and over time.	1/1/2013	6/30/2013
9.1.16	Milestone: Complete a common metric for the assessments that allows data from 3 different formative assessment tools to be entered as one common measure of a child's readiness for school.	4/15/2012	6/30/2013
9.2	Stipends for teachers participating in the Common Metric Project	6/15/2012	6/30/2013
9.2.1	Create an application to select teachers to support the evidence base of the common metric	6/15/2012	7/15/2012
9.2.2	Train selected teachers in a second formative assessment (one that they are not already using)	8/1/2012	9/30/2012
9.2.3	Train selected teachers on the research and development process so they understand the larger frame for the work.	8/1/2012	9/30/2012
9.2.4	Each selected teacher will assess 5 children, using 2 different formative assessments (\$XX child)	9/1/2012	6/30/2013
9.2.5	EEC to collect assessment data	10/1/2012	6/30/2013
9.2.6	Milestone: Through the use of the same teachers, provide data to establish constructs which are similar for the common metric.	6/15/2012	6/30/2013

**Project # 10 Early Childhood Information System (ECIS)**

**Project Goals/Desired Outcomes:** Development of robust early childhood information system to collect and report on children/family/program level data

**Narrative:** The development of a comprehensive early childhood information system (ECIS) incorporating all essential data elements is essential for the need for data-driven decision making across state agencies responsible for ensuring children's healthy development, readiness and success for school. Furthermore, the system will be fully inter-operable with the Statewide Longitudinal Data System (SLDS), while other data systems from health, child welfare, and other systems can be linked and made interoperable.

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<b>Key Performance Measures:</b>			
<ul style="list-style-type: none"> <li>• Collect children’s demographic data (such as birth date, gender, race, ethnicity, language, disability status, etc.).</li> <li>• Report on the status of children across ages and over time, encompassing data on home and community environments.</li> <li>• Document child outcomes across developmental domains (including health, early literacy, and social-emotional development) that can be linked across sectors, agencies, and programs (e.g. infants/toddlers, preschool, Early Intervention, family childcare etc.).</li> <li>• Assist in the identification of early warning indicators at the pre-school level.</li> <li>• Ensure confidentiality of child and family data, adhering to the privacy requirements of both HIPAA and FERPA, and seeking parental consent when necessary.</li> <li>• Support geographic analysis useful to EEC, other state agencies, and communities that are engaged in Birth-(strategic planning, resource management, program improvement, and accountability.</li> <li>• Provide internal and external policy makers, EEC staff, researchers, and other stakeholders with early childhood data in diverse formats.</li> <li>• Link parents to state and local community resources and opportunities</li> </ul>			
<p><b>Selection Criterion Addressed:</b> Massachusetts has been a leader among states in recognizing the need for data-driven decisions making across state agencies responsible for ensuring children's healthy development, readiness for school, and success in school. Massachusetts already has a high-quality plan in place to develop a comprehensive early learning data system and is fully engaged in the development of a state-wide longitudinal data system, this project will accelerate the completion of a data system that improves instruction, practices, services and policies by collecting, analyzing and reporting on data obtained by measuring both children and program/service outcomes.</p>			
<p><b>Cross-reference to other projects:</b> Will support the Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment and Measuring Growth through the Massachusetts Early Learning and Development System (MELD) as a system to store and match data to children, programs and communities. The Interagency Partnership project will support data collect by Health and Human Service agencies to by entered in to an Early Childhood Information System.</p>			
Code	Outcomes and Subtasks	Start Date	End Date
<b>10</b>	<b>Project 10 - Early Childhood Information System (ECIS)</b>	1/1/2012	12/1/2013
10.1	MOA finalization	1/1/2011	2/1/2012
10.1.1	Data Sharing MOA	1/1/2011	2/1/2012
10.1.2	Milestone: MOU is signed by all education agencies	1/1/2011	9/1/2011
10.2	Staffing Plan	2/1/2012	9/1/2012
10.2.1	Resource list	2/15/2012	12/15/2012
10.2.2	SOW PM	2/1/2012	2/27/2012
10.2.3	SOW Data Architect	2/1/2012	2/27/2012
10.2.4	SOW Warehouse DBA	2/1/2012	2/27/2012
10.2.5	SOW Report Developer	2/1/2012	2/27/2012
10.2.6	SOW Reporting Analyst	2/1/2012	2/27/2012
10.2.7	Posting for PM	2/6/2012	2/15/2012
10.2.8	Posting for DA	3/15/2012	3/22/2012
10.2.9	Posting for DBA	7/1/2012	9/1/2012
10.2.10	Posting for RD	7/1/2012	9/1/2012
10.2.11	Posting for RA	7/1/2012	9/1/2012
10.2.12	On boarding Initial Resources	3/19/2012	9/1/2012
10.3	ECIS Budget Plan	2/9/2012	6/30/2012
10.3.1	Draft ECIS Budget yrs 1-4	2/9/2012	3/30/2012
10.3.2	Approved ECIS Budget	4/1/2012	6/30/2012
10.4	Requirements of ECIS	3/19/2012	7/31/2012
10.4.1	Technical due diligence	3/19/2012	5/15/2013
10.4.2	Identify initial reporting data and source systems	4/2/2012	6/29/2012
10.4.3	ECIS Architecture Requirements	4/15/2012	7/31/2012
10.4.4	Training in Composite SW	6/5/2012	6/8/2012
10.4.5	Milestone: A review of current ECIS vision document is completed by 5/1/2012	3/31/2012	5/1/2012
10.5	Design/Build Of ECIS	3/1/2012	8/3/2012
10.5.1	Tool Selection	3/1/2012	6/29/2012
10.5.2	Build of database architecture	6/1/2012	7/31/2012
10.5.3	Data Cleanse	7/16/2012	8/31/2012
10.5.4	De-duplication of individuals	7/16/2012	8/31/2012
10.5.5	Load Data into ECIS	6/29/2012	7/27/2012
10.5.6	Test ECIS data	7/30/2012	7/31/2012
10.5.7	Milestone: Document the requirements and architecture for ECIS	3/1/2012	9/1/2012
10.5.8	Unified System Integration	4/1/2012	1/9/2013
10.5.9	Unified System Integration and Dependencies	4/1/2012	1/9/2013
10.5.10	Unified Data Element Integration	5/1/2012	1/9/2013

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Code	Outcomes and Subtasks	Start Date	End Date
10.5.11	Child demographics Report Requirements	7/1/2012	10/1/2012
10.5.12	Child demographics Report Development	7/1/2012	10/1/2012
10.5.13	Children in specified program Report Requirements	7/1/2012	10/1/2012
10.5.14	Children in specified program Report Development	7/1/2012	10/1/2012
10.5.15	Web Portal parent entry Requirements	8/1/2012	12/1/2012
10.5.16	Web Portal parent entry Development	8/1/2012	12/1/2012
10.5.17	Web Portal Provider Requirements	8/1/2012	12/1/2012
10.5.18	Web Portal Provider Development	8/1/2012	12/1/2012
10.5.19	Consent and assessment scores Requirements	8/1/2012	12/1/2012
10.5.20	Consent and assessment scores collection development	8/1/2012	12/1/2012
10.5.21	Child subsidy attendance report requirements	8/1/2012	12/1/2012
10.5.22	Child subsidy attendance report development	8/1/2012	12/1/2012
10.5.23	Multiple child risk factors reporting requirements	1/1/2013	5/1/2013
10.5.24	Multiple child risk factors report development	1/1/2013	5/1/2013
10.5.25	Early warning indicators for all children requirements	1/1/2013	5/1/2013
10.5.26	Early warning indicators for all children report development	1/1/2013	5/1/2013
10.5.27	Status of children throughout EEC report requirements	1/1/2013	5/1/2013
10.5.28	Status of children throughout EEC report development	1/1/2013	5/1/2013
10.5.29	ECIS for communication and outreach requirements	1/1/2013	5/1/2013
10.5.30	ECIS for communication and outreach automation development	1/1/2013	5/1/2013
10.5.31	Formative assessment reporting requirements	1/1/2013	5/1/2013
10.5.32	Formative assessment report development	1/1/2013	5/1/2013
10.5.33	Coordinate with other MA agencies on program level data	5/1/2012	12/1/2013
10.5.34	Cross Agency program report requirements	5/1/2013	12/1/2013
10.5.35	Cross Agency program report development	5/1/2013	12/1/2013
10.5.36	Milestone: An operational system to collect data on children	7/1/2012	12/1/2013

**Project #11 Pre-K to Three Alignment for Educational Success: Communication**

**Project Goals/Desired Outcomes:**

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

**Key Performance Measures:** To strengthen collaboration and partnerships with Higher Education and the private section and effectively communicate with families and the public the value of early education.

**Selection Criterion Addressed:** Priority 5: Invitational Priority – Encouraging Private-Sector Support: Since the creation of the EEC, Massachusetts has partnered with the private sector in bringing about statewide recognition of early learning as integral to closing the achievement gap. The Commonwealth, fortunate to have a robust and pro-active private sector, will continue to rely on our highly respected institutes of higher education (IHEs), philanthropy organizations, business, and non-profit organizations in implementing the Massachusetts Early Learning Plan. The private sector will provide financial, in-kind support and their wealth of other resources (faculty, subject matter experts, community networks etc.) to support the state in Massachusetts Early Learning Plan implementation.

**Cross-reference to other projects:** Pre-K to Grade three alignment for Education Success: Content Based Media Partnership, Tiered Quality Rating and Improvement System

Code	Outcomes and Subtasks	Start Date	End Date
<b>11</b>	<b>Project 11 - Pre-K to Three Alignment for Educational Success: Communication</b>	7/1/2012	12/31/2013
11.1	Investment in Brain Building in Progress Campaign	7/1/2012	12/31/2013
11.1.1	Release RFP to select a communications vendor	7/1/2012	9/30/2012
11.1.2	Design a media campaign on each of the QRIS standards areas (Workforce)	10/1/2012	12/31/2013
11.1.3	Design a media campaign on each of the QRIS standards areas (Curriculum)	10/1/2012	12/31/2013
11.1.4	Design a media campaign on each of the QRIS standards areas (Environment)	10/1/2012	12/31/2013
11.1.5	Design a media campaign on each of the QRIS standards areas (Family Engagement)	10/1/2012	12/31/2013
11.1.6	Design a media campaign on each of the QRIS standards areas (Leadership)	10/1/2012	12/31/2013
11.1.7	Milestone: Contract with vendor to development media campaign	7/1/2012	9/30/2012
11.2	Exceptional Educator and Exceptional Leader Awards	1/9/2012	5/1/2012
11.2.1	Application released for the early childhood field to nominate Exceptional Leaders	1/9/2012	3/5/2012
11.2.2	Educator Provider Support grantees collected applications	1/9/2012	3/5/2012

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11.2.3	EEC Educator Provider Specialists in each region, Educator and Provider Support Grantees, Mental Health Grantees, Coordinated Family and Community Engagement Grantees and Child Care Resource and Referral Agency staff conduct first review of applications	3/12/2012	3/21/2012
11.2.4	Final review of applications by EEC Educator Provider Specialist, representatives from United Way, Early Education for All, Bessie Tartt Foundation, and Department of Public Health	3/22/2012	3/22/2012
11.2.5	Award recipients notified	4/5/2012	4/5/2012
11.2.6	Educator and Provider Support Grantees will recognize award recipients with certificates at an event in the 6 statewide regions	5/1/2012	5/1/2012
11.2.7	Recipients will be recognized at the State House and will receive a plaque.	5/1/2012	5/1/2012
11.2.8	Milestone: Start annual recognition program in 2012	1/9/2012	5/1/2012

**Project #12 Pre-K to Three Alignment for Educational Success: Content Based Media Partnership**

**Project Goals/Desired Outcomes:** Targeted support for specific gaps in knowledge and skills to increase educators competencies in social emotional development, supporting children with high needs, Science, Technology, Engineering and Mathematics (STEM), using formative assessments and the tiered Quality, Rating and Improvement System standards. Provide on-line down loadable curriculum and materials to increase knowledge and skills.

**Narrative:** The state's media partnership with WGBH, will create an online curriculum hub for early educators and a "School Readiness" website for parents. This work will link to the standards from infants and toddlers and preschool.

**Key Performance Measures:** In-kind support from the private section to support research, evaluation, communications and business expertise for the Massachusetts Early Learning and Development Plan (MELD)

**Selection Criterion Addressed:** Priority 5: Invitational Priority – Encouraging Private-Sector Support: Since the creation of the EEC, Massachusetts has partnered with the private sector in bringing about statewide recognition of early learning as integral to closing the achievement gap. The Commonwealth, fortunate to have a robust and pro-active private sector, will continue to rely on our highly respected institutes of higher education (IHEs), philanthropy organizations, business, and non-profit organizations in implementing the Massachusetts Early Learning Plan. The private sector will provide financial, in-kind support and their wealth of other resources (faculty, subject matter experts, community networks etc.) to support the state in Massachusetts Early Learning Plan implementation.

**Cross-reference to other projects:** Pre-K Grade Three alignment for Educational Success: Communications

Code	Outcomes and Subtasks	Start Date	End Date
<b>12</b>	<b>Project 12</b>	5/1/2012	6/30/2015
12.1	Create an on-line curriculum hub for early educators and a "school readiness" website for families - through the state's media partnership with WGBH - YEAR ONE (2012)	5/1/2012	3/31/2013
12.1.1	For teacher of children ages 3-5: produce five (5) six-week theme-based curricular units on English Language Arts and Science, Technology, Engineering and Math (STEM) for instruction with 3-5 year olds, which integrate the development of social and emotional skills.	5/1/2012	3/31/2013
12.1.2	For teacher of children ages 3-5: Create training modules that show best practice teaching and learning strategies for ELA and STEM skill development, with social/emotional skills integrated throughout. Teachers will be able to earn PDP or CEU credits for the 12-13, 45-minute sessions.	5/1/2012	3/31/2013
12.1.3	For parents of children ages 0-3: Produce a series of 20-25 activities appropriate for parents of infants/toddlers. Materials will be organized into 5 skill development categories.	5/1/2012	3/31/2013
12.1.4	For parents of children ages 0-3: Produce training modules that will present important developmental milestones and help parents support children's academic, social, and emotional growth. The modules will consist of five skill areas with topic, like: talking with your child, using music and singing with your child, playing with your child, exploring the world around you, creating nurturing environment.	5/1/2012	3/31/2013
12.1.5	Provision of a digital hub with customized pathways to content for teachers and parents of children ages 0-5	5/1/2012	3/31/2013
12.1.6	Under the direction of EEC and in consultation with ESE, convene a team of experts to inform the content of the curriculum, professional development modules, and family engagement activities to be delivered under this scope of work.	5/1/2012	3/31/2013
12.1.7	Under the direction of EEC and in consultation with ESE, convene a team of experts to inform the design and implementation of the curriculum, professional development modules, and family engagement activities to be delivered under this scope of work.	5/1/2012	3/31/2013
12.1.8	Under the direction of the EEC, provide training and support for educators/educators trainers and community/family engagement specialists.	5/1/2012	3/31/2013
12.1.9	Provide quarterly reports to the EEC on project activities.	5/1/2012	3/31/2013
12.2	Create an on-line curriculum hub for early educators and a "school readiness" website for families - through the state's media partnership with WGBH - YEAR TWO (2013)	4/1/2013	6/30/2015

**Scope of Work**  
**2012 - Massachusetts - SEA**  
**PR Award #: S412A120017**

**Project Plan Version:** Baseline

**Effective Date:** 9/20/2012

<b>Code</b>	<b>Outcomes and Subtasks</b>	<b>Start Date</b>	<b>End Date</b>
12.2.1	For teacher of children ages 0-3: Produce a series of 20-25 activities appropriate for infants/toddlers. Activities will feature content appropriate for working with individual children as well as groups of children. Materials will be organized into 5 skill development categories such as talking with children, using music and singing, reading with children, exploring the world (discovery science), and creating nurturing environments for children.	4/1/2013	6/30/2015
12.2.2	For teacher of children ages 0-3: Training modules that present important developmental milestones and help early childhood educators support children's exploration of the world around them and their social and emotional growth. This module will also consist of five skill areas.	4/1/2013	3/31/2014
12.2.3	For parents of children ages 3-5: Produce a series of 20-25 activities appropriate for parents of infants/toddlers. Materials will be organized into 5 skill development categories such as talking with children, using music and singing, reading with children, exploring the world (discovery science), and creating nurturing environments for children.	4/1/2013	3/31/2014
12.2.4	For parents of children ages 3-5: Produce training modules will present important developmental milestones and help parents support children's academic, social, and emotional growth. The modules will consist of five skill areas.	4/1/2013	3/31/2014
12.2.5	Continue to add content to the digital hub with customized pathways to content for teachers and parents of children ages 0-5.	4/1/2013	3/31/2014
12.2.6	Launch the messaging campaign via emails/text messaging to provide parents of children 0-5 with quick, simple activities to do with their children or reminders to visit the digital hub.	4/1/2013	3/31/2014
12.2.7	Under the direction of EEC and in consultation with ESE, continue to convene the team of experts from Year 1 to inform the content of the curriculum, professional development modules, and family engagement activities to be delivered under this scope of work.	4/1/2013	3/31/2014
12.2.8	Under the direction of EEC and in consultation with ESE, continue to convene the team of experts from Year 1 to inform the design and implementation of the curriculum, professional development modules, and family engagement activities to be delivered under this scope of work.	4/1/2013	3/31/2014
12.2.9	Under the direction of the EEC, continue to provide training and support for educators/educators trainers and community/family engagement specialists.	4/1/2013	3/31/2014
12.2.10	Provide EEC with quarterly reports on project activities.	4/1/2013	3/31/2014
12.3	Create an on-line curriculum hub for early educators and a "school readiness" website for families - through the state's media partnership with WGBH - YEAR THREE (2014)	4/1/2014	3/31/2015
12.3.1	Establish a small pilot project in one Massachusetts community where we will test the deliver of preschool curriculum and family resources via IPads. Coordinate pilot with evaluators from the Donahue Institute.	3/31/2014	4/1/2015
12.3.2	Continue to service the digital hub with customized pathways to content for teachers and parents of children ages 0-5.  Continue the messaging campaign via emails/text messaging to provide parents of children 0-5 with quick, simple activities to do with their children or reminders to visit the digital hub. We will continue to create an editorial calendar outlining content and provide 3-5 messages per week.  Under the direction of EEC and in consultation with ESE, continue to convene the team of experts from Year 1 to monitor project implementation.  Under the direction of the EEC, continue to provide training and support for educators/educators trainers and community/family engagement specialists.  Provide EEC with quarterly reports on project activities.	3/31/2014	4/1/2015
12.3.3	Continue the messaging campaign via emails/text messaging to provide parents of children 0-5 with quick, simple activities to do with their children or reminders to visit the digital hub. We will continue to create an editorial calendar outlining content and provide 3-5 messages per week.	3/31/2014	4/1/2014
12.3.4	Under the direction of EEC and in consultation with ESE, continue to convene the team of experts from Year 1 to monitor project implementation.	3/31/2014	4/1/2014
12.3.5	Under the direction of the EEC, continue to provide training and support for educators/educators trainers and community/family engagement specialists	3/31/2014	4/1/2014
12.3.6	Provide EEC with quarterly reports on project activities.	3/31/2014	4/1/2014
12.4	Create an on-line curriculum hub for early educators and a "school readiness" website for families - through the state's media partnership with WGBH - YEAR FOUR (2015)	1/1/2015	12/31/2015
12.4.1	Continue to service the digital hub with customized pathways to content for teachers and parents of children ages 0-5.	1/1/2015	12/31/2015
12.4.2	Continue the messaging campaign via emails/text messaging to provide parents of children 0-5 with quick, simple activities to do with their children or reminders to visit the digital hub. Continue to create an editorial calendar outlining content and provide 3-5 messages per week.	1/1/2015	12/31/2015
12.4.3	Under the direction of EEC and in consultation with ESE, continue to convene the team of experts from Year 1 to monitor project implementation.	1/1/2015	12/31/2015
12.4.4	Under the direction of the EEC, continue to provide training and support for educators/educators trainers and community/family engagement specialists.	1/1/2015	12/31/2015

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<b>Code</b>	<b>Outcomes and Subtasks</b>	<b>Start Date</b>	<b>End Date</b>
12.4.5	Provide EEC with quarterly reports on project activities.	1/1/2015	12/31/2015