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I. ABSTRACT

The Commonwealth of Massachusetts is requesting the allocation of \$1,137,560 to support the Massachusetts State Advisory Council on Early Education and Care over a three-year period from September 2010 through August 2013. The required state match has been designated within the budget of the Department of Early Education and Care in the amount of \$2,654,307 over the three years of the federal grant award. The State Advisory Council proposes to receive the SAC ARRA funds in equal allocations over the three-year period and to match these funds at the required level in each year as well. Section VI of this grant application presents the proposed budget in detail. Note that the required 29.29% indirect costs has been allocated to Goal 6. This rate reflects the current agreed upon indirect rate between the Commonwealth of Massachusetts and the U.S. Department of Health and Human Services, grantor of the ARRA funds requested in this application.

The *Massachusetts State Advisory Council Strategic Report*,¹ adopted on April 6, 2010, provided an extensive update on each of the required State Advisory Council functions. This report is provided along with the Council's grant application but not as an appendix. The analysis conducted as part of the Strategic Report revealed areas of strong progress as well areas which require substantially more work. A brief summary of each area is included in Section II of this application. While much of the next stage Council work will continue with funding and support from state and other federal funding, ARRA funding is sought to the support six goal areas over the period, September 2010 through August 2012. These are presented in Table 1 below, with objectives and proposed funding by year.

¹ Online at --www.mass.gov/Eeoe/docs/EEC/20100428_draft_sac_rpt.pdf.

**Table 1. ARRA-Supported Massachusetts State Advisory Council Goals:
2010-2013 Summary**

1. *Early Childhood Data Development Systems and Use (2010-2013)*

Data development, analysis and use, including continued development of an interagency Early Childhood Information System and the assignment of child, workforce and program identifiers coupled with the analytic capacity to examine and report on data collected on young children's needs and programs

Objectives:

- Develop interagency data development process(es)
- Develop data analytic capacity for the Department of Early Education and Care and its partners on cross-agency early childhood data
- Continued Statewide Longitudinal Data System (SLDS) Partnership
- Continued Partnership with Open Indicators Initiative

ARRA Resources Requested:

- SFY 2010-2011: \$150,000
- SFY 2011-2012: \$150,000
- SFY 2012-2013: \$100,000

2. *Needs Assessment (2010-2012)*

Design and implementation of the required needs assessment with a special emphasis on multi-risk families with infants and toddlers, to be conducted and analyzed in year two of the SAC ARRA grant

Objectives:

- Design needs assessment
- Collect and analyze data, and report findings

ARRA Resources Requested:

- SFY 2010-2011: \$25,000
- SFY 2011-2012: \$50,000

3. *B-8 Community Planning, PK-3 Partnerships (2010-2013)*

Support for community birth through age 8 (B-8) strategic plans, anchored in local data on (a) child/family needs and (b) the quality/effectiveness of PreK through Grade 3 aligned systems linking local schools, local providers and families

Objectives:

- Data-driven B-8 community planning in target communities
- PreK-3 alignment, coordination and partnerships

ARRA Resources Requested:

- SFY 2010-2011: \$50,000
- SFY 2011-2012: \$75,000
- SFY 2012-2013: \$100,000

**Table 1. ARRA-Supported Massachusetts State Advisory Council Goals:
2010-2013 Summary**

4. *Early Education – Higher Education Workforce Preparation Partnership (2010-2011)*

Complete development of an early education and care workforce preparation data infrastructure partnership with the Department of Higher Education and with public/private higher education institutions in the Commonwealth of Massachusetts

Objective:

- Complete Phase II data development

ARRA Resources Requested

- SFY 2010-2011: \$50,000

5. *Policy and Best Practices: Children/Families with Language Challenges (2010-2013)*

Develop policy, best practices and recommended models for early education and care serving very young children with language challenges, including those with developmental delays and disabilities and those growing up in English learner families.

Objectives:

- Develop policy, practice guidelines and SFY 12 RFP
- Fund demonstration efforts and assess outcomes

ARRA Resources Requested

- SFY 2010-2011: None beyond Goal 6 staffing
- SFY 2011-2012: \$25,000
- SFY 2012-2012: \$75,000

6. *ARRA Council Implementation Support and Accountability (2010-2013)*

Part-time consultation support within the Department, reporting to the Commissioner, to advance the Council’s agenda and to help integrate SAC-funded priorities with the comprehensive early childhood system of early childhood services being supported by the Department’s work.

Objectives:

- Provide support, consultation and outcomes tracking for each of the six goal areas for each year and report back to the Commissioner, State Advisory Council, State Board of Early Education, and the Massachusetts Executive Office of Education

ARRA Resources Requested:

- SFY 2010-2011: \$49,460
- SFY 2011-2012: \$49,460
- SFY 2012-2013: \$66,450

Note: Indirect Costs

- SFY 2010-2011: \$51,099.33
- SFY 2011-2012: \$51,099.33

Table 1. ARRA-Supported Massachusetts State Advisory Council Goals: 2010-2013 Summary
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- | |
|--|
| <ul style="list-style-type: none">• SFY 2012-2013: \$34,108.21 |
|--|

II. OBJECTIVES AND NEED FOR ASSISTANCE

Massachusetts State Advisory Council

On March 25, 2010, Massachusetts Governor Deval Patrick designated the Massachusetts State Board of Early Education as the State Advisory Council for Early Education and Care. The State Board guides and supervises the Massachusetts Department of Early Education and Care (DEEC), a state agency established in 2005 as the first in the nation to oversee early education and care *as well as* out-of-school time programs for children. The Department was created by consolidating the former Office of Child Care Services with the Department of Education's (now the Department of Elementary and Secondary Education) Early Learning Services unit. The Department of Early Education and Care also houses the Massachusetts Head Start Collaboration Office.

The mission of the Department of Early Education and Care, a \$500 million state agency, is to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers. In this role, the Department remains committed to an ongoing improvement process that addresses both the performance of programs and the developmental outcomes of young children. In accomplishing its mission and contributing to a fully functional P-20 educational system in the Commonwealth of Massachusetts, the Department operates as an equal partner with the Department of Elementary and Secondary Education (DESE) and the Department of Higher Education (DHE).

The State Advisory Council (hereafter, the Council) is chaired by Jondavid Chesloff, Deputy Director of the Massachusetts Business Roundtable. Chesloff also serves as chairperson of the State Board of Early Education. The current Director of the Massachusetts Head Start Collaboration Office, who also serves at the pleasure of the Governor as the Commissioner of the Department of Early Education and Care, is a member of the State Advisory Council. (A list of all Council members is included in Section V.) Governor Patrick has also designated the Massachusetts Department of Early Education and Care as the coordinating entity for the Council.

In the year prior to its designation as State Advisory Council, the Massachusetts State Board of Early Education adopted the Department of Early Education and Care's five-year strategic plan, *Putting Children and Families First (2009)*.² The Board also established a three-year work plan for the Department involving initiatives in the following areas designed to advance development of a comprehensive early childhood service system: (a) Quality improvement and support of early education and care programs statewide; (b) Family support and access to affordable services; (c) Workforce development; (d) Strategic communications; and (e) Agency infrastructure, including a comprehensive data system. An extensive publication available online, the *Department of Early Education and Care Annual Legislative Report: FY 2010*, presents agency accomplishments, challenges and actions proposed for the coming year.³

In addition to its statutory mandate to guide and supervise the Massachusetts Department of Early Care, the State Board has since April 2009 been reviewing requirements and functions related to its role as State Advisory Council. Development of the Council's *Strategic Report* was completed in late March 2010. The final draft Strategic Report was presented at the April 6th

² Online at -- www.mass.gov/Eeoe/docs/EEC/research_planning/state_planning/eec_strategic_plan.pdf

³ Executive Summary -- www.mass.gov/Eeoe/docs/EEC/research_planning/state_planning/20100218_legis_rpt_exec_sum.pdf

meeting, including a period for public testimony. Regional meetings with parents were led by the Commissioner in April 2010. At its May 2010 meeting, the Council authorized the action priorities included in this application for funding under the American Recovery and Reinvestment Act (ARRA).

These six objectives – together with the Department’s ongoing work – will allow the State Advisory Council to continue to advance development of an increasingly comprehensive early childhood system of services that is well-aligned with the robust body of science on young children’s development (*Neurons to Neighborhoods*, 2000⁴; Harvard Center on the Developing Child, 2010⁵). Employing state, federal and local resources and improving alignment and coordination with other state agencies and public-private partners in partnership with the Massachusetts Early Childhood Comprehensive Systems initiative, the Council will guide continued development of a system of services grounded in four key sectors: early education and care; health, including oral and mental health; family services and supports; and early intervention programs for young children.

The Council meets monthly, except in the summer, generally as part of regularly scheduled State Board of Early Education meetings. Meetings are open to the public, and time for public testimony is provided at the beginning of every meeting. While the Council often meets in Boston, meetings are scheduled in other areas of the Commonwealth of Massachusetts to allow for participation of stakeholders across the state.

In addition to the public presentation and discussion of the Strategic Report and its ARRA grant goal areas on April 6, 2010, Commissioner Sherri Killins has held a series of six public meetings with parents and other interested persons over the period late March through the end of

⁴ Shonkoff, Jack and Phillips, Deborah (Eds.). From *Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academy Press, Washington, D.C. 2000

⁵ Online at – www.developingchild.harvard.edu

April, 2010. The purpose of the meetings was three-fold, to: (a) present the State Advisory Council's *2010 Strategic Report* with its recommended goal areas for the Council's ARRA grant application for public input; (b) solicit parental feedback on how the Department of Early Education and Care could better meet their needs; and (c) learn how to better inform parents about their vital roles in young children's development based on the neuroscience of early brain development. The meetings were hosted at the Departments' regional offices in Quincy, Springfield, Lawrence, Worcester and Taunton and were scheduled for the period 6 p.m. through 8 p.m. to make it easier for working parents to attend.

With regard to the Council's *Strategic Report* and six goal areas for which ARRA funding is sought, these public meetings generated a strong sense of public support for the development of a comprehensive early childhood system of care. In addition, parents noted the need for support in such areas as increased access to early education and care. The *Strategic Report* was also posted online for public comment. The deadline for comments was May 10, 2010. To date, all comments have been supportive of the Council's direction and agenda.

Building a P-20 System

The work of the Department of Early Education and Care continues to be increasingly included as a vital component in the Massachusetts P-20 education agenda. This level of inclusiveness began in 2008 with the work of Governor Patrick's Child and Youth Readiness Cabinet. The Readiness Cabinet, co-chaired by the Secretary of Education and the Secretary of Health and Human Services, is tasked to build "partnerships among all Massachusetts public agencies that serve children, focusing first on promoting school readiness for preschoolers and college and career readiness for students in K-12. In 2009 it established six regional Readiness Centers statewide to serve as hubs for collaboration among local, regional, and state education

stakeholders and to deliver coherent professional development and instructional services to early education and out-of-school time programs, schools, districts and communities.”⁶ In its federal Race to the Top application (January 2010), the Executive Office of Education indicates that “The state will take the lead, collaborating with LEAs, in developing a statewide, PreK-12 teaching and learning system that will provide teachers and leaders with a unified system of standards, curricula, assessment tools, and online resources designed to support individualized instruction in every classroom and school... The PreK-12 teaching and learning system will include model curricula units and lesson plans based on common standards that are aligned within and across grade levels.” It is within this context of an increasingly integrated and aligned system “cradle to college system” -- as described by U.S. Secretary of Education Arne Duncan -- that the work of the Massachusetts State Advisory Council will advance. Finally, work on the department’s Early Childhood Information System, as outlined later in this grant application, will be receiving some fiscal support from the Department of Elementary and Secondary Education as its December 2009 SLDS grant application to the Institute for Education Sciences has been funded.

Review of Federal Mandates

Over the past year, the Department of Early Education and Care, with its interagency and community partners, has made important progress in each of seven federally-mandated functions of the State Advisory Council. In addition, the Council added an eighth function: a specific focus on systems building for sustainable, effective quality improvement work in early education and care. Substantial progress has been made on that function as well. A summary of needs and

⁶ Massachusetts Race to the Top application, January 2010. p.13

progress for each function/work area is presented below, with significantly more detail provided in the *2010 Strategic Report*.

Needs Assessment

Massachusetts has not yet conducted a wide-ranging needs assessment specific to the “quality and availability of early childhood education and development programs and services for children from birth to school entry.” *The review of extant data from a broad array of state agency sources reveals, however, that between 8% and 30% of the state’s children under age five may be at risk for developmental challenges that could limit their readiness for kindergarten entry.* While specific numbers of children can be identified *within* various programs, it is impossible to determine how many children are served by multiple agencies or to present unduplicated counts for individual service sectors. In addition, the Commonwealth of Massachusetts does not, at this time, have a measure of “school readiness” assessed at entry to kindergarten. Thus, the broad area of “needs assessment” is one of the six identified for further work with support from the ARRA State Advisory Council grant award. Our needs assessment will be designed in 2010-2011 and conducted in 2011-2012 in collaboration with the Massachusetts Head Start Advisory Council, the federally-funded Massachusetts Early Childhood Comprehensive Systems initiative hosted by the Department of Public Health, the newly created Early Childhood Interagency Data Working Group, the newly created Early Childhood Research and Policy Council, and Early Education for All.

Early Education and Care Cooperation and Collaboration

The federally-required Head Start Collaboration survey completed in June 2009 revealed that, on average, Massachusetts Head Start agencies scored 2.8 out of 4 possible points on a scale of interagency working relationships. Additionally, the survey revealed that the highest levels of

coordination were reported between Head Start agencies and the education, disability, child care and higher education sectors. Lower levels of interagency coordination were reported between Head Start and the health, welfare, Work to continue improvement on cooperation and collaboration by Head Start programs is included in the 2009-2010 Office of Head Start Collaboration's annual plan and is an important component of the work of the Head Start Advisory Council which includes membership from the Massachusetts Early Childhood Comprehensive Systems Initiative and other interagency efforts. ARRA funding is not requested as part of this grant application.

Early Education and Care Enrollment and Outreach

The Department of Early Education and Care maintains a waiting list for early care financial support of some 21,000 children and has allocated up to \$8.1 million of its ARRA Child Care Development Block Grant funding to address a portion of that list. An additional \$200 million in early care subsidies would be required to fully fund the waiting list. Utilizing both state and federal resources, the Department now expends just over \$380 million in early education and care support for young children in low-income families, TANF families and children enrolled in the state's Universal Preschool Program. Outreach to families is a core function of the Department and its partners, and significant resources (i.e., time, human capital, and funding) continue to be allocated for the vital function of family engagement and outreach. Of particular interest and concern is improved engagement with families whose children are English language learners and families who collectively bring racial and ethnic diversity to the early education and care delivery system. ARRA funds are sought within this application to develop policies, best practices and recommendations for effective models for working with English language learning children and families.

Unified Data System Development

The Department has been appropriated five million dollars in state funding for development of its Unified Data System, to be built over the next three years. Bids for the new IT system were let in the fall of 2009; however, finalization of a contract with the sole vendor application was unsuccessful. With the assistance of the Commonwealth of Massachusetts Executive Office of Education, the proposed design is being reviewed for re-bid. Funding from the Council's ARRA grant application will be allocated go beyond the DEEC data system to design an Early Childhood Information System (ECIS) that is able to link data on children, the workforce and program services within DEEC as well as with the data systems of other state agencies that also serve the state's young vulnerable children. This work was begun in SFY 10 and will continue as a high priority over the three years of ARRA grant.

Quality Improvement in Early Education and Care

In 2009, the Department contracted with Abt Associates to conduct an evaluation of quality in a statewide sample of early childhood settings using the CLASS observational measure. The evaluation found significantly lower levels of quality on the measure of instructional support than on measures of emotional support or classroom organization. In early 2010, the State Board of Early Education adopted a model for a Massachusetts Quality Rating and Improvement System (QRIS). Work on the QRIS had been in progress with broad external involvement for the past 24 months. The current design is currently being piloted and evaluated with CCDF funds, with full implementation to be phased in over the next three years. A train-the-trainers model for the development of departmental staff as raters has begun, also utilizing ARRA CCDBG funding. This work will continue with state and other federal funds; therefore, Council ARRA funds are not requested as part of this application.

Early Education and Care Professional Development

A public-private Professional Development Workgroup, hosted by the Department, has identified a set of eight core workforce competencies cross-walked to the new QRIS. Funding (largely from state resources) in the amount of \$7.7 million has been allocated for professional development in the current year (SFY10). A similar allocation is anticipated in the coming state fiscal year. A professional registry is under development, linked with the department's new data system and supported by new regulations requiring the annual registration of all educators⁷ in the field of early education and care.

In addition, the Department will allocate \$225,000 in federal CCDF ARRA funds for the procurement of: (a) comprehensive career development and training services with limited English proficiency (\$150,000) and (b) consultation and technical assistance (\$75,000) for the Massachusetts Readiness Center Network, a core component of the Massachusetts PK-12 educational system and the Massachusetts Race to the Top education reform agenda. The contractor for comprehensive career development and training services will provide direct professional development services that include planning, coaching and mentoring related specifically to the needs of the limited English proficient early education and care workforce in one or more specific geographic areas of Massachusetts. The contractor assigned to the Massachusetts Readiness Center Network will assess the needs of English language learners in the early education and care field, evaluate pilot initiatives, disseminate best practices, and develop methods to embed targeted curriculum as part of the higher education process for the preparation of teachers.

⁷ In Massachusetts, the term "educator" refers to all professionals engaged in the delivery of early education and care services.

While this work remains vital component of the Massachusetts State Advisory Council's work, it will continue to be accomplished with state and federal funding other than that requested in this grant application.

Early Education-Higher Workforce Preparation Partnership

The Department has just begun a large initial survey of workforce preparation programs offered by the community college sector, the nine state colleges and the state's five university campuses. This analysis will begin to document the extent to which higher education institutions have articulation agreements in place, plans for early education and care workforce professional and career development, and practice/internships for students to spend time in Head Start and/or pre-kindergarten programs. This work will be continued as a focal area with fiscal support from this grant application over the next year with ARRA funding. We anticipate a high level of success in this work with the formal support of the Executive Secretary of Education (a member of the State Advisory Council) and the Commissioner of the Massachusetts Department of Higher Education.

Early Learning Standards

The Department's current preschool standards were adopted in 2003. The State Board expects to adopt early learning standards for infants and toddlers in the first year of this grant period and to review alignment of the B-3 standards with the current preschool standards. Additionally, the Department is working closely with the Massachusetts Department of Elementary and Secondary Education to develop and pilot a PreK-3 framework that will, over time, include the alignment of Massachusetts early learning standards. Further detail on the continued development and alignment of Massachusetts' early learning standards is provided, as

required, later in this application. This work is being resourced with existing funds, and no additional ARRA funds are requested with this application.

III. APPROACH (PLAN OF ACTION)

With this grant application, the Massachusetts’ State Advisory Council seeks funding directed at six goals deriving from our *2010 Strategic Report* and the functions articulated in Section 642(b)(2)(A) of the Head Start Act of 2007. Of note, Goal 1 – Early Childhood Collaborative Data Development – will also support work in each of the remaining 5 goals. The fiscal allocations below, by goal, represent the Council’s best analysis at this time and may require some adjustment over time, to be negotiated as needed with the US Department of Health and Human Services.

Table 2: State Advisory Council ARRA Three-Year Goals	Year One SFY 2010-11	Year Two SFY 2011-12	Year Three SFY 2012-13
1. Early Childhood Collaborative Data Systems Development and Use	\$150,000 ⁸	\$125,000	\$100,000
2. Needs Assessment	\$25,000	\$50,000	-0-
3. B-8 Community-LEA Partnerships	\$50,000	\$75,000	\$100,000
4. Early Education – Higher Education Workforce Preparation Data Partnership	\$50,000	-0-	-0-
5. Policy and Best Practices-Children/Families with Language Challenges	See #6 below	\$25,000	\$75,000
6. Staff Support: ARRA Grant Implementation and Accountability & Agency Indirect Costs	\$104,183	\$104,183	\$104,183
Totals	\$379,183	\$379,183	\$379,183

⁸ This amount includes \$50,000 to be awarded to the Open Indicators initiative with the balance to secure early childhood data consultation support.

Goal 1: Early Childhood Collaborative Data Systems Development and Use

Recognizing the importance of accessible data that can be transformed into useful information for parents, practitioners, providers and policy makers, the State Board directed and supported the Department of Early Education and Care in the following work over the past 18 months: (a) participation with the Governor’s Readiness Cabinet and planning for integrated P-20 data systems (b) design and contracting for a new departmental Unified Data System; and (c) participation with the Department of Elementary and Secondary Education’s Statewide Longitudinal Data System ARRA grant and the initial assignment of the Massachusetts K-12 unique student identifier to younger children engaged with the Department of Early Education.

New EEC Unified Data System. Utilizing state funds, the Department is rebidding development of its “unified data system” to streamline the statewide early education and care business processes, improve child data, and manage over \$500 million in annual financial assistance. When complete, the new IT system will incorporate the Department’s: (a) Quality Rating and Improvement System; (b) School readiness and child outcomes assessment system; and (c) Transformation of the current educator registry into a fully functional professional development data management system. See Table 3 below for a chart describing the functions that will be included in the department’s unified data system.

Table 3. Functions to be Bid as part of the Department of Early Education and Care’s Unified Data System	
<p>Child and Family Access and Assistance</p> <ul style="list-style-type: none"> • Improved eligibility, enrollment, and billing across all forms of subsidized care • Better coordination between family needs and program availability • Enhanced ability to track outcomes for all children and caregivers 	<p>Licensing, Monitoring and Support</p> <ul style="list-style-type: none"> • Single repository of all programs including licensed, exempt, and unlicensed programs • Holistic views of activities across all interactions with DEEC • New program web-based “self help” tools

Table 3. Functions to be Bid as part of the Department of Early Education and Care’s Unified Data System	
Professional Development	Purchase of Services
<ul style="list-style-type: none"> • Master registry of all early education and care educators • Richer offering of online professional development, orientation, and training opportunities • Expanded certification programs 	<ul style="list-style-type: none"> • Improved grants tracking and online information • Enhanced oversight, review, and fiscal compliance • Improved billing and payment services

Building an Early Childhood Information System. The Department has wisely focused not just on the technical aspects of the new data system, but on how it can further develop an “early childhood information system” (ECIS) as now described by the national Early Childhood Data Collaborative. The Department has been fortunate to participate in an advisory working group to the Collaborative through its current data consultant⁹ and envisions an ECIS that incorporates the assignment of *unique child IDs, educator/staff IDs, and program IDs*, linked with timely, accessible, useful data used to improve the effectiveness of both teaching and learning. When fully developed and implemented, the Massachusetts ECIS will have capabilities shown in Table 4 below.

Table 4: Desired Characteristics of the Massachusetts Early Childhood Information System
<ul style="list-style-type: none"> • Ability to track children across ages and over time, encompassing data on home and community environments • Inclusion of children’s demographic data (such as birth date, gender, race, ethnicity, language, disability status) • Inclusion of children not in service systems • Inclusion of child outcomes across developmental domains that can be linked across sectors, agencies and programs (e.g., infants/toddlers, preschool, Early Intervention, family child care) • Linkages to program and fiscal data (e.g., teacher/workforce characteristics, program quality,

⁹ Organizational members of the Early Childhood Data Collaborative are the Center for the Study of Child Care Employment at University of California Berkeley, Council of Chief State School Officers, Data Quality Campaign, National Center for Children in Poverty, National Conference of State Legislatures, National Governors Association, and Pre-K Now, a campaign of the Pew Center on the States.

Table 4: Desired Characteristics of the Massachusetts Early Childhood Information System

and service costs), and

- Support analysis by geography useful to communities engaged in B-8 strategic planning, resource management, program improvement, and accountability.

Data Partnerships with K-12 Education. Over the past year, the Department of Early Education and Care has also worked collaboratively with the Department of Elementary and Secondary Education (DESE) on a series of data system development initiatives. Most important of these will be EEC’s participation in the 2010 SLDS grant award recently made to the DESE. The DESE SLDS application has six goals, of which five are directly related to collaborative work with DEEC:

- Continued development of the integrated P-20 Data System, including the assignment of unique student identifiers across DEEC, DESE and the DHE
- Developing a more robust “early warning and opportunity system” that “starts at birth and continues through high school”
- Continued upload of Local Education Agency (LEA) student and educator data to the SLDS. This will relate to the proposed B-8 EEC community-LEA planning and alignment partnerships
- Assignment of unique “education personnel identifiers” to those who work in DEEC funded programs, with integration of data into the DESE SLDS
- Continued improvements in the SLDS data audit system.

DEEC and DESE are also working with the Council of Chief State School Officers to develop a statewide early childhood assessment system and to develop and implement a joint PreK-3 initiative, both of which will be supported by interoperable data systems across the two departments.

Objectives, Activities, Timelines, Resources and Outcomes for Goal 1

Funds from this ARRA award will be used to support next stage early childhood data systems development, through four objectives: (1) beginning with the Governor’s *Readiness Child and Youth Readiness Cabinet Statewide Integrated Data Sharing System Report* (2009), establish an interagency processes to effect data sharing across agencies serving young vulnerable children; (2) develop improved capability for “data analytics,” that is, the analysis of current data being produced by the Department and other agencies; (3) continue participation with the Department of Elementary and Secondary Education’s P-20 Statewide Longitudinal Data Systems (SLDS) development; and (4) Continue participation in the Open Indicators Visualization Project in partnership with the University of Massachusetts at Lowell and the Boston Foundation.¹⁰ ARRA funds proposed for work on this goal are: \$150,000 in years one and two; \$100,000 in year three.¹¹

Table 5: Goal 1 -- Collaborative Data Systems Development and Use

Year	Approach	Resources	Outcomes
Objective 1: Develop interagency data development process(es)			
Year One SFY 2010-2011	Building from recommendations in the Cabinet’s <i>Data Sharing System Report</i> , establish Interagency Early Childhood Data Working Group	DEEC/DPH/ESE/DCF/EOE staff participation; Consultation support (ARRA funding)	Interagency MOU(s) to design data sharing process(es); Resolve privacy issues; Identify initial questions that require data sharing and data sources/elements
Objective 2: Develop data analytic capacity for DEEC and partners on cross-agency early childhood data			
Year One	Develop MA Early	MA higher education	Governance and

¹⁰ Online at – www.openindicators.org

¹¹ Conversation is ongoing with the Harvard University Graduate School of Education about a public-private partnership in this data work that will provide learning opportunities for graduate students and additional data analytic resources for the State Advisory Council.

Year	Approach	Resources	Outcomes
SFY 2010-2011	Childhood Research & Policy Network	faculty/students; Early Education for All; Interagency Early Childhood Data Working Group; Consultant support (ARRA funding)	operating agreement (MOU) among participating entities; Advise State Advisory Council on SFY 12 needs assessment
Year One SFY 2010-2011	Conduct analysis on all ECE data collected and reported to streamline and consolidate	DEEC IT/Head Start Collaboration Office/ Policy & Research Unit/ Consultant support (ARRA funding)	Recommendations to Commissioner, Council and State Board for improving DEEC data collection and reporting processes
Years Two and Three SFY 2011-2013	Conduct DEEC and interagency data analyses on identified policy, program and practice issues; Support DEEC-DESE PreK-3 demonstration sites local data needs	DEEC team; Interagency Data Working Group; MA Early Childhood Research & Policy Network; Consultant support (ARRA funding)	Data collection for required needs assessment; Data collection on initial birth cohort; Data collection and analysis multi-risk young children
Goal 3: Continued DEEC – DESE SLDS data partnership			
Year One - Three SFY 2010-13	Implement activities funded through DESE ARRA SLDS Grant	DEEC/DESE IT team; Consultant support (DEEC ARRA)	SASIDs assigned; Early Warning Indicators developed; Teachers IDs linked; Audits done
Goal 4: Continued partnership with Open Indicators Initiative			
Years One and Two SFY 2010-2012	Membership on Open Indicators Team (UMass Lowell/ Boston Foundation)	DEEC Head Start Collaboration Office, IT and Policy & Research Units; Consultant support (ARRA)	DEEC data reported out with new open source Open Indicator tools and presented to key audiences

Goal 2: Needs Assessment

As reported in the *2010 Strategic Report*, an estimated 8% to 30% of young children in Massachusetts are at risk of developmental challenges and school un-readiness. Goal #2 of the State Advisory Council provides for the design and implementation of a formal needs assessment to identify the needs of these young children, with a special focus on multi-risk infants and toddlers. This focus on the earliest years derives from current research and policy guidance published by the Harvard Center on the Developing Child, including a recent policy brief, *The Impact of Early Adversity on Children's Development*¹² (undated). This report “outlines basic concepts from the research on the biology of stress which show that major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. Science also shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health.” Recent data also show an increase in developmental delays as the number of risks to which a child is exposed in the first three years of life increases. Additionally, the Council's needs assessment will draw from the work of the national Zero to Three Program for data elements that may provide useful insights into key policy issues related to services for infants and toddlers¹³ and from the National Infant and Toddler Child Care initiative.¹⁴

Objectives, Activities, Timelines, Resources and Outcomes for Goal 2

Goal 2 has two objectives: (a) design of the needs assessment and (b) data collection, analysis and reporting. The needs assessment will be designed in 2010-2011 and conducted in

¹² Online as a video at --
[//developingchild.harvard.edu/library/multimedia/symposium_presentations_and_videos/impact_of_early_adversity/](http://developingchild.harvard.edu/library/multimedia/symposium_presentations_and_videos/impact_of_early_adversity/)

¹³ See Zero to Three for a useful search engine, online at -- [//policy.db.zerotothree.org/policy/home.aspx](http://policy.db.zerotothree.org/policy/home.aspx)

¹⁴ Online at -- [//nitcci.nccic.acf.hhs.gov/index.htm](http://nitcci.nccic.acf.hhs.gov/index.htm)

2011-2012. Data will be reported out and presented utilizing the open source tools of the University of Massachusetts at Lowell Open Indicators Initiative.

The needs assessment will build upon March 2010 recommendations of the Massachusetts Birth to School-Age Taskforce which focused in its first phase on the emotional and physical health of the state’s infants and toddlers.¹⁵ Partners in the Council’s needs assessment include the Department of Early Education and Care, the federally-funded Massachusetts Early Childhood Comprehensive Systems initiative hosted by the Department of Public Health, the newly created Early Childhood Interagency Data Working Group (see Goal 1 above), the newly-created Early Childhood Research and Policy Council (see Goal 1 above) and Strategies for Children.¹⁶ ARRA funds proposed to support this work are \$25,000 for year one; \$50,000 for year two.

Table 6: Goal 2--Needs Assessment

Year	Approach	Resources	Outcomes
Objective 1: Design needs assessment tools and process			
Year One SFY 2010-2011	With consultation from partners and including Task Force recommendations, contract for needs assessment design, implementation and analysis	MA higher education faculty/students; Interagency Early Childhood Data Working Group; Strategies for Children; Contractor hired (ARRA funding)	Tool developed and tested
Objective 2: Collect data, analyze and report			
Year Two SFY 2011-2012	Contract agency conducts assessment	MA higher education faculty/students;	Data collected and analyzed; Two reports

¹⁵ The vision of the Birth to School Age Task Force is: “All Massachusetts infants and toddlers will be emotionally and physically healthy and will have optimal opportunities to experience consistent, nurturing care-giving and learning in a context of strong families, living in supportive communities with culturally competent systems that deliver high-quality, comprehensive services focused on promotion, prevention, intervention and evaluation.” February 2010 *Annual Report to the Legislature*, p. 65

¹⁶ Online at -- www.strategiesforchildren.org

Year	Approach	Resources	Outcomes
	and analysis, with oversight of Council and partners	Strategies for Children; Interagency Early Childhood Data Group; Contractor hired (ARRA funding)	prepared and released: (a) data findings; (b) Interagency data recommendations

Goal 3: B-8 Community Planning and PreK-3 Alignment

This goal derives from two strands of emerging work at the state and national levels. First, states and communities across the nation, supported most often by philanthropic and other private resources, are building locally-based strategic planning processes designed to ensure that services and supports are available and coordinated to increase the early academic success of all children and to address the academic achievement gap apparent in third grade state mastery tests and fourth grade NAEP (National Assessment of Educational Progress) scores. This approach, which began with a birth to age five focus, has been expanding to include the early years of schooling, generally to through age eight. Notable among state efforts is the Connecticut B through 8 planning process, guided and jointly funded by a public-private partnership funded by the SFY 2008 and 2009 Early Childhood Education Cabinet¹⁷ and two key philanthropic partners, the William Caspar Graustein Memorial Fund¹⁸ and the Children’s Fund of Connecticut.¹⁹ The Connecticut Community Co-Investment public-private partnership, cited by the National Governors Association as best practice nationally, will serve as a template for the Goal 3 B-8 work to begin through support of the Massachusetts State Advisory Council, the Massachusetts Executive Office of Education, Department of Early Education and Care, and Early Childhood Comprehensive Systems initiative cited earlier.

¹⁷ Online at – www.ctearlychildhood.org
¹⁸ Online at – www.wcgmf.org
¹⁹ Online at -- www.childrensfundofct.org

The second strand that will inform our work on Goal 3 comes from the expanding PreK-3 movement, led and supported most notably by the Foundation for Child Development's initiative *PreK-3rd: A New Beginning for American Education*. This work is focused on aligning, coordinating and strengthening the quality children's early learning experiences over the preschool through early elementary years. Grants awarded in 2009 by the Foundation for Child Development²⁰ to support development of a PreK-3rd approach to early learning include an award to Harvard University to continue supporting educators implementing PreK-3 (including in Massachusetts), an award to the American Education Research Association to develop and convene a summer institute to connect PreK-3rd research to policy and host a research conference on the links between observational instruments of teacher behaviors and student outcomes, and to the Association for Young Children in New Jersey for planning and intermediary services for the New Jersey PreK-3rd Lab Districts project. At the state level, the State of Washington most recently advanced its PreK-3 movement took a step forward in March 2010 when "Thrive by Five Washington, the Department of Early Learning and the Office of Superintendent of Public Instruction awarded the grants to 13 school districts around the state to help them work on transitions to kindergarten, early numeracy and literacy."²¹

In Massachusetts, the stage is set for work to begin linking the Department of Early Education and Care's ongoing B-5 investments with PreK-3 work that has already begun between the Department of Early Education and Care and the Department of Elementary and Secondary Education, supported by faculty of the Harvard University Graduate School of Education.²² In the B-5 systems development context, the Department of Early Education and

²⁰ Online at -- www.fcd-us.org/grants/grants.htm

²¹ Online at -- [//birthtothrive.thrivebyfivewa.org/?tag=/prek-3](http://birthtothrive.thrivebyfivewa.org/?tag=/prek-3)

²² This work is supported by Dr. Kristie Kauerz at Harvard. Kauerz has published seminal work on PreK-3 alignment and systems development, and can be reached at -- kauerzkr@gse.harvard.edu

Care already awards grants to communities through its Coordinated Family and Community Engagement grant to: (a) increase parental knowledge of and accessibility to high quality early education and care programs and services, B-5; (b) promote family education, engagement and literacy; (c) facilitate collaboration and community planning between local early education and care partners and other community stakeholders; (d) support families with children transitioning between and among early education and care settings, home and school; and (e) support early education and care programs across the public and private sectors to delivery high quality services. In response to public input, the Department also issued a procurement opportunity to select communities to compete for demonstration projects to increase access to *public* preschools. SFY10 Contracts were awarded for public preschool programs in Worcester, Revere, Lowell, Wareham and at the Lee Academy in Boston.

Within the context of a PreK-3 approach to early education, the Department has allocated ARRA CCDF funds to support a one-time PeK-3 professional development opportunity in partnership with the Department of Elementary and Secondary Education (DESE) on “closing the early literacy proficiency gap.” This work reflect first actions take to move on recommendations of the Early Literacy Subcommittee of the Proficiency Gap Task Force (within DESE) to “create an aligned assessment of literacy” and developed professional development across Pre-K through 3rd grade.

This goal has two objectives: (a) provide technical assistance for communities and fiscal support for development of B-8 local strategic plans anchored in local data on child and family needs, and (b) expand and systematize PreK-3 opportunities for alignment and coordination at the local level. ARRA funding proposed to support this work is \$50,000 in year one, \$75,000 in year two, and \$100,000 in year three. An effort will be made to establish one or more co-

investment funding partnerships with the philanthropic sector (i.e., community and family foundations, and United Way chapters) for communities receiving DEEC grants.

Table 7: Goal 3 -- B through 8 Community Planning and PreK-3 Alignment Partnerships

Year	Approach	Resources	Outcomes
Objective 1: Data-driven B-8 community planning in target communities			
Year One SFY 2010-2011	With consultation requested from the William Caspar Graustein Memorial Fund (GMF) and consultation assistance, design a B-8 planning model including TA for towns on local data development	ARRA support staff (See Goal 6); GMF; Interagency Data Working Group (Goal 1); DEEC regional office representatives; Interested foundation representatives; DESE	B-8 community planning model prepared; TA needs and modules developed; Foundation partners secured
Years Two and Three SFY 2011-2013	Competitive bid opportunity for cohort of target communities	ARRA support staff (Goal 6); Collaborative Management Team (DEEC, DESE & funding partners); Interagency Data Working Group	18-month contract awards to selected communities. TA provided. B-8 plans with PreK-3 component due 6.30.13
Objective 2: PreK-3 Alignment, Coordination and Partnerships			
Year One SFY 2010-11	With technical support from the Harvard Graduate School of Education PreK-3 program, design comprehensive PreK-3 model framework	ARRA support staff (Goal 6); DEEC and DESE PreK-3 team; Harvard PreK-3 project staff	Massachusetts PreK-3 Framework adopted by the State Advisory Council, DEEC and DESE
Years Two and Three SFY 2011-2013	With communities funded in Objective 1 above, support inclusion of PreK-3 policy and practice	ARRA support staff (Goal 6); DEEC and DESE PreK-3 team; Harvard PreK-3 project staff;	B-8 plans with PreK-3 component completed by 6.30.13; LEA and preschools in target communities adopt

Year	Approach	Resources	Outcomes
	changes for curriculum alignment, joint professional development and student “readiness” portfolios	LEA/Community Teams	PreK-3 MOUs or PreK-3 policies; parents report better transition to K; DEEC and DESE host annual PreK-3 forum with CEU’s given

Goal 4: Early Education – Higher Education Workforce Preparation Data Partnership

This one-year goal will complete a data development project begun in late in SFY 10 through a small consulting contract to design a database related to the delivery of higher education programs for the early education and care existing and prospective workforce. A final report of the first phase of this work will be presented to the Council at the July 2010 meeting.

Phase II development will consist of a workforce preparation data infrastructure with the Department of Higher Education and public/private higher education institutions in the Commonwealth of Massachusetts, developed with ARRA funding support. When complete, the database will be real-time accessible, linkable to DEEC scholarship funding accounts, and inclusive of the following types of information: (a) higher education program data such as degree type, department, certificates and accreditations, courses and student supports; (b) student demographic data such as age, gender, primary and secondary language, full time status, number of students receiving financial assistance; and (c) transfer, articulation and credit data for prior learning. This database work will also need to be incorporated into the ongoing development of the Department of Early Education and Care’s Unified Data System (see Goal 3). ARRA funds in the amount of \$50,000 are allocated in year one to complete this initiative.

Table 8: Goal 4 -- Early Education/Higher Education Workforce Preparation Data Partnership

Year	Approach	Resources	Outcomes
Objective 1: Complete Phase II data development			
Year One SFY 2010-2011	Complete data collection and database design begun by Phase I SFY 10 contractor; Assure any data linkages with DESE teacher database are made	DEEC IT; Phase I contractor; DEEC/DHE Data Team	Data collected and reporting; database design specified for ongoing data capture and release

Goal 5: Children and Families with Language Challenges: Policy, Best Practice, Model Programs

Goal 5 provides the focal point for several areas of work related to children, families and caregivers who have low levels of English proficiency (and may or may not have adequate literacy skills in another language) or who are experiencing early language delays.

With the growth of immigration across the nation, the diversity of family ethnic and linguistic backgrounds, and the birth rate among Spanish speaking families, many questions are being raised about how best to assist limited English-proficient families and young children to become fluent in the English language. Across the nation, one in four children now live in immigrant families.²³ In Massachusetts, 22% of the state’s children live in immigrant families (2010 Strategic Report, May 2010).

Additionally, data available as part of the Council’s 2010 Strategic Report from the Massachusetts Early Intervention program reveals a dramatic increase in the numbers of young

²³ Immigrant Families and Child Care Subsidies. Center on Law and Social Policy. February, 2010. Online at -- www.clasp.org/admin/site/publications/files/immigranteligibilitycc.pdf

children referred for language problems and delays in the first three years of life.²⁴ Specifically, the number of children accepted for services with a primary diagnosis of language virtually doubled from 6,800 in the year 2000 to 12,600 in 2009.

Many resources are emerging in response to questions of policy, practice and effective programming for these children, their families and the practitioners who serve them. At the federal level, Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) provides "national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and assists in building the nation's capacity in critical foreign languages."²⁵ This Office is responsible for Title III and Title IV federal funding under the No Child Left Behind Act and "distributes and manages \$1 billion dollars in federal grant funds...to close the achievement gap for limited English proficient and immigrant children." A robust body of national research on English Language Learners and Dual Language Program is also emerging, with attention to best practices and policy analyses.²⁶ A companion issue, not to be underestimated in impact, is the need to develop strategies at the practice level that recognize and work to promote respect for the richness of ethnic diversity among young children and their families in America now.²⁷

In the March 2009, the Department of Early Education and Care released a Request for Proposals to secure consulting help leading to the development of "policy and practice alternatives" for Limited English Proficient children and families. By June 30, 2010 the contractor will gather and report on information from national and Massachusetts stakeholders,

²⁴ Massachusetts State Advisory Council's 2010 Strategic Report, pp. 13-14

²⁵ Online at -- www2.ed.gov/about/offices/list/oela/index.html

²⁶ English Language Learner Resources, US Office for Civil Rights. Online at -- www2.ed.gov/about/offices/list/ocr/ellresources.html

²⁷ Promoting Tolerance and Respect for Diversity in Early Childhood: Toward a Research and Practice Agenda , National Center for Children in Poverty, May 2008. Online at -- [//nccp.org/publications/pdf/text_814.pdf](http://nccp.org/publications/pdf/text_814.pdf)

inventory “comparable policies and practices in other state early education and child care systems including Quality Rating and Improvement Systems (QRIS),” and survey Massachusetts’ local providers to identify best practices in use with children who are Limited English Proficient.²⁸

Goal 5 will build upon these findings to propose agency policy and prepare professional development materials on best practices and model programs in Massachusetts and nationally. The Department’s goal is to create policy and recommendations that will inform educators about recommended, emerging and best practices and approaches to use with young English learners children, and their families, as well as with very young children with language delays. The policy recommendations and practices will also reflect supportive family engagement practices with multi-lingual families. The policies and practices adopted by the State Board of Early Education and the State Advisory Council will be applicable to all types of settings and positions throughout the Department’s mixed delivery system and will: (a) incorporate current research on children’s language and literacy development; (b) describe how programs and practitioners can best support Limited English Proficient and language delayed children and their families; (c) serve as the foundation for professional development; and (d) assist programs and settings to implement best practices.

In year one, this work will be led and managed by the Council’s designated ARRA implementation and accounting staff resource (see Goal 6). No other ARRA funding is requested in year one. In year two, \$25,000 will be allocated for competitive organizational or community contracts to initiate one or more demonstrations of best practices. In year three, funds for this purpose will increase to \$75,000 in ARRA funds allocated for State Advisory Council use.

²⁸ Ibid, p. 2

Table 9: Goal 5 -- Policy, Best Practices and Model Programs: Limited English Proficient Children and Families

Year	Approach	Resources	Outcomes
Objective 1: Develop policy, practice guidelines and SFY 12 RFP			
Year One SFY 2010-2011	Translate spring 2010 consultant work into agency policy and both practice and model program guidance for providers	Council staff support (Goal 6); DEEC; Provider Advisory Council; Parent Advisory Council; Head Start Advisory Council; Head Start Collaboration Office	DEEC policies draft, reviewed and adopted by SAC and State Board; Summary Report on Best Practices issued.RFP for SFY 12 grant funds developed and issued
Objective 2: Fund demonstrations efforts and assess outcomes			
Years Two and Three SFY 2011-2013	Fund and examine outcomes from best-practices grants and model programs	Council staff support (Goal 6); DEEC; Provider Advisory Council; Parent Advisory Council; Head Start Advisory Council; Head Start Collaboration Office Early Childhood Research and Policy Network	Programs funded; Formative assessment of results from 1 st and 2 nd year of demonstration funds

Goal 6. ARRA Implementation Support and Accountability

In February 2009, the State Board of Early Education hired Dr. Sherri Killins as the new Commissioner of the Department of Early Education and Care. Over the next six months, the Department completed a reorganization that established three offices operating under the supervision of the Commissioner, as shown below.

Table 10: Organizational Structure of the Massachusetts Department of Early Education and Care	
Office of the Commissioner	Functions/Units: Legal, policy, research and evaluation, human resources, information technology, and public information and outreach
Office of Administration and Finance	Functions/Units: Budget, grants/contracts/procurement, accounting, fiscal monitoring and reports
Office of Regional Operations, Support and Engagement	Functions/Units: Licensing, monitoring and investigations; educator and provider support, community and family engagement, program monitoring

In mid-October 2009, Governor Patrick introduced the Massachusetts Economic Recovery Plan to deal with ongoing economic challenges facing the Commonwealth. While the Governor maintained his strong commitment to early education and care, the Department was required to implement a reduction in spending of 3% in its SFY 09 budget. Over the calendar year, January 2009 through January 2010, the Department experienced staff attrition sufficient to enable the agency to avoid significant layoffs during this period of fiscal crisis. In January 2010, the total full-time equivalent (FTE) staff count was 163.4 positions agency-wide. The Department began the calendar year in January 2009 with 176.6 FTE positions. The net reduction in positions requires the allocation of ARRA funds to support accomplishment of and accountability for the six goals of the State Advisory Council for Early Education and Care for which ARRA funding

is sought. This support will be provided through the state procurement process for contractual/consultant services.

Table 11: Goal 6 -- Support and Accountability for ARRA Funded Council Goals

Year	Approach	Resources	Outcomes
Objective 1: Provide staffing or consultation support and accountability			
Years One through Three SFY 2010-2013	Assign specific responsibility to support and track progress and outcomes for Goals 1-5	Council staff support (Goal 6); State Advisory Council; Commissioner of DEEC; MA Head Start Collaboration Office	Monthly verbal report to the State Advisory Council; Six-month written progress reports, identifying barriers and recommendations for resolution; Annual written outcomes report to the Council and the Governor; No less than an annual meeting for the public, practitioners, providers and other key stakeholders to report on accomplishments and remaining challenges

IV. THE COUNCIL’S PLAN FOR SUSTAINABILITY

In designing this plan for the use of federal ARRA funds designated to State Advisory Councils, the Massachusetts Council sought to structure this one-time funding opportunity to dramatically advance its mission while at the same engaging in work that could either be completed within the three years or carried forward using existing state and federal resources allocated to the Department of Early Education and Care or its partner state agencies.

We believe that this strategic decision is a wise one for several reasons. As is the case for virtually all states, the Commonwealth of Massachusetts faces a period of ongoing fiscal stress and uncertainty. Fortunately, the state has been able and willing to largely continue support for the service needs of its youngest and most vulnerable citizens even in the face of significant budget deficits. Unfortunately, no one can be sure when the Commonwealth will emerge from this period of extreme budget austerity and begin to expand its investment in early childhood services again. At the same time, this period of increased funding from the American Recovery and Reinvestment Act allows the Council and the Department to make important infrastructure and knowledge advancements that will help us to better meet the needs of young children with high quality and effective services over this critical period of fiscal uncertainty, and beyond. We have selected areas of work that are likely to yield important gains, leveraging and deepening the progress we have made and expect to continue to make over this three-year period.

A summary of funding by goal and year was presented earlier in Table 2. Information on the six ARRA supported goals and their sustainability status is presented in Table 12.

Table 12: ARRA-supported Massachusetts State Advisory Council Goals, Objectives and Sustainability Status at the End of Year Three

Goal 1. Early Childhood Data Development Systems and Use (2010-2013)

Data development, analysis and use, including continued development of an interagency Early Childhood Information System and the assignment of child, workforce and program identifiers

Table 12: ARRA-supported Massachusetts State Advisory Council Goals, Objectives and Sustainability Status at the End of Year Three

coupled with the analytic capacity to examine and report on data collected on young children's needs and programs

Objectives and sustainability status:

Develop interagency data development process(es)

This work is expected to continue with extant agency staff among participating state departments in partnership with the Executive Office of Education's Office of Information Technology

Develop data analytic capacity for DEEC and partners on cross-agency early childhood data

It is intended that this process be continued through extant staff and new analytic tools that rely more on the evolving Early Childhood Information System itself and less on human capital.

Continued DEEC – DESE Statewide Longitudinal Data System (SLDS) Partnership

This relationship will continue through extant agency staff from DEEC and DESE, with support from the Executive Office of Education's Office of Information Technology

Continued Partnership with Open Indicators Initiative through 2012 when software tools are published in an open source format.

By 2012, the Open Indicators Initiative with the University of Massachusetts at Lowell will have published a set of robust open source analytic and reporting tools that the Department will carry on its own computers at no cost.

Total ARRA funding to be expended over the three years

- \$375,000

Goal 2. Needs Assessment (2010-2012)

Design and implement the required needs assessment with a special emphasis on multi-risk families with infants and toddlers, to be conducted and analyzed in year two of the SAC ARRA grant

Objectives and sustainability status

Design needs assessment and collect, analyze and report findings

Task completed in 2012.

Total ARRA funding to be expended over the first two years

- \$75,000

Goal 3. B-8 Community Planning, PK-3 Partnerships (2010-2013)

Support for development of community B-8 strategic plans, anchored in local data on (a)

Table 12: ARRA-supported Massachusetts State Advisory Council Goals, Objectives and Sustainability Status at the End of Year Three

child/family needs and (b) the quality/effectiveness of PreK through Grade 3 aligned systems linking local schools, local providers and families

Objectives and sustainability status

Data-driven B-8 community planning in target communities

During the period 2010 through 2013, the Council will work to establish new funding collaboratives at the community or cross-community level involving state, local, federal and philanthropic resources to allow this work to continue and possibly expand

PreK-3 alignment, coordination and partnerships

We expect that this work will be embedded in policy and PreK-3 practice by end of year three. Ongoing or expanding professional development requirements would be presented as a priority for ongoing state support through reallocation of extant state agency fiscal resources for both DEEC and DESE.

Total ARRA funding over the three years

- \$225,000

Goal 4. Early Education – Higher Education Workforce Preparation Partnership (2010-2011)

Complete development of an early education and care workforce preparation data infrastructure with the Department of Higher Education and public/private higher education institutions in the Commonwealth of Massachusetts

Objective and sustainability status

Complete Phase II data development

This data gathering and analysis effort will be completed in year one of the ARRA grant award. Ongoing data collection will be included in the DEEC evolving Unified Data System for which state funding is now available.

Total ARRA funding to be expended in year one

- \$50,000

Goal 5. Policy and Best Practices: Children/Families with Language Challenges (2010-2013)

Development of policy, best practices and recommended models for early education and care serving low English proficient children and families

Sustainability status

This goal will have been accomplished at the end of year three. Policy and practice recommendations as well as ongoing professional development will be embedded within relevant state agency procedures and budgeting.

<p>Table 12: ARRA-supported Massachusetts State Advisory Council Goals, Objectives and Sustainability Status at the End of Year Three</p>
<p><i>Total ARRA funding to be expended over the three years</i></p> <ul style="list-style-type: none"> • \$100,000
<p>Goal 6. ARRA Council Implementation Support and Accountability (2010-2013) Consultation and support, reporting to the Commissioner, to advance the Council’s agenda and to help integrate SAC-funded priorities with the comprehensive early childhood system of early childhood services being supported by the Department’s work.</p> <p><i>Objective and sustainability status</i> Implementation, coordination and accountability support</p>
<p>This contract, responsible for support, consultation and outcomes tracking for each of the six goal areas for each year and reporting back to the Commissioner, State Advisory Council, State Board of Early Education, and the Massachusetts Executive Office of Education will be completed upon the end of year three when the ARRA grant period is over. Continued support for the State Advisory Council will be provided by the Department of Early Education and Care.</p> <p><i>Total ARRA funding to be expended over the three years</i></p> <ul style="list-style-type: none"> • \$312,561 (minus 29.9% each year for approved indirect costs)

V. REQUIRED DOCUMENTATION

Staff and Position Data

No new positions will be added to the Department of Early Education and Care which has been designed by Governor Patrick to serve as the Council's management and coordinating agency. Funds provided through this ARRA grant award will be contracted by the Department using state procurement methods.

Third Party Agreements

In supporting the work of the State Advisory Council's key priority areas, the Department has received the ongoing commitment of key partners to improve early education and care for all young residents of the Commonwealth of Massachusetts. The Department has not developed formal third party agreements, but has secured letters of support from the entities integral to this work. Text presented below is extracted from the actual letters which are appended.

The Executive Office of Education (EOE)

The Executive Office of Education supports the Department's ongoing efforts to build an early childhood information system that connects to the education pipeline extending from birth through higher education and beyond. This partnership is critical to development of a statewide, integrated P-20 data system that will drive the improvement of both service delivery and outcomes for Massachusetts' children and youth. The comprehensive data system must capture children early to identify risks in order to devise timely and effective interventions that address the myriad needs of young children and youth. The Department has a critical role to play in this work, ensuring that investments can be made as early as prenatally so that all children come to school ready to learn.

The Massachusetts Executive Office of Education fully supports this proposal and its priority to integrate the early childhood sector into the statewide data system by advancing a data sharing agenda that defines core indicators; links to elementary, secondary, and higher education; and supports quality improvement initiatives in order to improve the effectiveness of both teaching and learning. In addition, the Council's other priorities, including needs assessment, community B-8 strategic plans, workforce system development, and high-risk children and families are all key areas for advancing a system of early education and care for all children in Massachusetts.

Department of Public Health

The Department of Public Health's Bureau of Family Health and Nutrition supports the State Advisory Council and welcomes the opportunity to partner with the Department of Early Education and Care (and other stakeholders) on our common goal of improved early education and care for the state's young children. The Council's proposal includes several goals that align with ongoing work of the Department of Public Health, including addressing the needs of infants and toddlers experiencing multiple risks, data sharing and analysis, and development of community B-8 strategic plans.

The Department of Public Health is supporting the Council in implementing this proposal by designating Kate Roper, Director of the Massachusetts Early Childhood Comprehensive Systems Project (MECCS), to support the work of the State Advisory Council. Ms. Roper also directs Mass LAUNCH, an early childhood mental health grant funded by the Substance Abuse and Mental Health Services Administration. Ms. Roper brings expertise in interagency work and extensive knowledge of Massachusetts' Early Intervention systems to this critical collaborative work.

Department of Higher Education

The Department of Higher Education supports the State Advisory Council's ARRA application to improve early education and care in the Commonwealth of Massachusetts. Several of the Council's goals align well with ongoing work at the Department of Higher Education, most specifically the Institutions of Higher Education Mapping Project. This project is currently surveying two- and four-year public and private Massachusetts' institutions of higher education that offer an Early Childhood Education (ECE) program of study, elementary education program or program in a related field that leads to a certificate, and/or an associate's or a bachelor's degree.

Department of Children and Families

The Department of Children and Families fully supports the work of the State Advisory Council for Early Education and Care. Its goals align well with those of the department, including the future design and implementation of a Needs Assessment Survey that will address the quality and availability of early childhood education and care programs and services for children from birth to school entry in order to develop a comprehensive system of supportive services. The Department of Children and Families is also committed to supporting work of the Department of Early Education and Care to develop community strategic plans and cross-agency partnerships that focus on young children and families who are at-risk.

Commonwealth of Massachusetts Procurement Process

The procedures by which the Department of Early Education and Care will procure services on behalf of the Council's agenda is a matter of state policy. Required procedures are listed below.

- 1) The Regional Director/central office manager or designee seeking to request a purchase completes the EEC Spending Request Form (SRF) 3 to 6 weeks in advance of the need for the

purchase. The SRF identifies specific goods or services for purchase, recommended statewide vendor (if known), actual amount (hourly/daily rate and dates of service if applicable.) Three bids and drafted scope of service should be attached to SRF. If previous documentation for satisfactory good/service and vendor exist in central office procurement files, it is not necessary to identify three bids.

2) The SRF is signed by senior staff member or Regional Director and submitted to Budget Unit with attachments. If the Budget Unit determines the request is incomplete, the request will be returned to the requestor for more information.

3) The Budget Unit staff assigns object class in appropriate account. The Budget Unit staff checks internal spending for availability of these funds. If funding is available in identified object class and appropriate account, the Budget Unit signs SRF and submits approved SRF to the Director of Contracting for purchase within three days of receipt. The Budget Unit enters SRF request information, appropriation, object class and approval status on the SRF tracker.

4) If either funding is not available in identified object class or appropriate account, the Budget Unit prepares request to transfer funds. The Budget Unit requests the Chief Financial Officer to sign a request to transfer funds. The Chief Financial Officer signs request to transfer funds and Budget Unit submits request to Administration and Finance. The Budget Unit enters SRF request information, appropriation, object class, and transfer request date on SRF tracker. Transfer is authorized within 14 to 21 days of receipt by Fiscal Affairs Division. The Budget Unit is informed of transfer of funds, signs SRF and submits SRF to Director of Contracting.

5) The Director of Contracting reviews SRF for determination of method of purchase and for assignment of object code, The Director of Contracting determines this information and signs SRF within three days of receipt of SRF. The Director of Contracting enters SRF

determination of approved purchase method (statewide contract, incidental purchase or request for response) on SRF tracker.

6) The Director of Contracting directs purchase through statewide contract, incidental purchase or request for response (RFR.) If the purchase is made using a statewide contract the Director of Contracting submits SRF to the Purchasing Coordinator for goods or Contract Specialist for services to ensure appropriate bids, approved vendor, statewide contract rates and verified total amount are included in SRF to acquire the best value. If necessary, the Purchasing Coordinator or Contract Specialist assists the Regional Director/central office manager or designee in identifying three bids and selecting appropriate bidder for purchase within three to ten days of receipt.

7) The Purchasing Coordinator or Contract Specialist makes purchase upon approval of Director of Contracting and enters purchase date and encumbrance identification number on SRF tracker within three days of receipt. In certain instances, the Purchasing Coordinator or Contract Specialist will guide the Regional Director/central office manager or designee to make the purchase after budget and contracting approvals are complete. The Regional Director/central office manager or designee will immediately notify the Purchasing Coordinator and Contract Specialist of any approved purchases made and the Purchasing Coordinator or Contract Specialist will enter purchase date and anticipated date of receipt on SRF tracker.

If an RFR is necessary for service purchase, Director of Contracting requests the General Counsel to draft RFR. RFR procedures are followed as outlined in internal control procedures for RFR. The Director of Contracting enters RFR issue date on SRF tracker. The Regional Director/central office manager or designee verifies that a purchase or service was appropriately received and immediately informs Administrative Account Specialist by forwarding a packing

slip or verifying by email that a service has been delivered satisfactorily. The Purchasing Coordinator or Contract Specialist submits final approved SRF to Administrative Account Specialist and enters date submitted to Accounting Unit on SRF Tracker. The Administrative Account Specialist checks for receipt of goods or services and seeks approval of Acting Director of Accounting to pay the invoice. The Administrative Account Specialist makes payment and enters receipt of goods or actual service delivery and date payment was entered in MMARS on SRF tracker within three days of receipt of SRF and approved invoice.

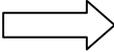
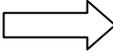
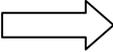
Organizational Profile: Department of Early Education and Care

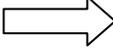
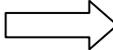
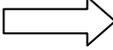
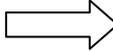
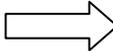
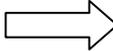
The Department was established within the context of strong evidence from brain development research showing the long-term impact of high-quality early education and its potential return on investment. The goal of the consolidation was to create a single, unified, more efficient system of early education and care in Massachusetts responsive to the educational and developmental needs of children and to the vital role of families in a child's health, development and success. The Massachusetts Department of Early Education and Care was created in law by consolidating the former Office of Child Care Services with the Department of Education's (now the Department of Elementary and Secondary Education) Early Learning Services unit. It operates as an equal partner with the Departments of Elementary and Secondary Education (ESE) and the Department of Higher Education in the Commonwealth of Massachusetts.

Four years after its creation, the Department continues to build a strong, integrated infrastructure for a system of high quality early education and care in the Commonwealth of Massachusetts. The Department's mission is to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community, and

supports families in their essential work as parents and caregivers. In all of this work, the Department remains committed to an ongoing improvement process that addresses both the performance of programs and the developmental outcomes of young children. On March 25, 2010 Governor Deval Patrick designated the Department as the management entity for the State Advisory Council. Additional information on the Department of Early Education and Care has been provided throughout this grant application. A table of organization for the Department is provided in Appendix 2.

List of State Advisory Council Members

<p align="center">State Advisory Council (SAC) on Early Childhood Education Head Start Readiness Act Required Membership</p>	<p align="center">Early Education and Care Board Members</p>
<p>1.HS agency including migrant and seasonal, and Indian HS programs representative</p> <p align="center"></p>	<p>Sharon Scott-Chandler, (early education provider) Head Start- ABCD.INC MHSA Board Member</p> <p>Mary Pat Messmer, (at large representative) HS Cape Cod Child Development Program</p>
<p>2.<u>State Agency</u> Responsible for child care representative</p>	<p>Sherri Killins, EEC Commissioner (Secretary to the Board)</p> <p>** Please note, the main purpose of the EEC Board is to oversee EEC, which is the MA state agency responsible for child care.</p>
<p>3.<u>State Educational Agency</u> representative</p> <p align="center"></p>	<p>Paul Reville, Secretary of Education (ex officio)</p>
<p>4.<u>State agency part C</u> of the Individuals with Disabilities Education Act (section 619) representative</p> <p align="center"></p>	<p>Paul Reville, Secretary of Education (ex officio)</p>

<p align="center">State Advisory Council (SAC) on Early Childhood Education Head Start Readiness Act Required Membership</p>	<p align="center">Early Education and Care Board Members</p>
<p>5. <u>State Agency Health or Mental Health Care</u> representative</p> <p align="center"></p>	<p>Marilyn Anderson Chase, Designee for Secretary Judy Ann Bigby (EOHHS) (ex officio)</p> <p>Elizabeth Childs (MD) [nationally recognized child psychologist also, the former Commissioner of Department of Mental Health]</p> <p>Chi-Cheng Huang (MD)</p>
<p>6. State Head Start Collaboration Director</p> <p align="center"></p>	<p>Sherri Killins, EEC Commissioner (Secretary to the Board)</p>
<p>7. Institution of higher education in the State</p> <p align="center"></p>	<p>Paul Reville, Secretary of Education (ex officio)</p>
<p>8. Local provider of early childhood education and developmental services representative</p> <p align="center"></p>	<p>Sharon Scott-Chandler (Head Start early education provider)</p> <p>Mary Pat Messmer (local Head Start provider, at large representative)</p>
<p>9. Local educational agency representative</p> <p align="center"></p>	<p>Carol Craig O'Brien (early education teacher)</p> <p>Julie Culhane (expert in evaluation & assessment of pre-schools)</p>
<p>10. Representatives of other entities determined to be relevant by the Governor of the state</p> <p align="center"></p>	<p>JD Chesloff (EEC Chair Person) Director of Public Policy Massachusetts Business Round Table</p> <p>TBD 2 Vacancies (at large representative)</p>

VI. BUDGET SUMMARY AND YEAR-BY-YEAR DETAIL

Budget information has been presented throughout this application and is summarized below, followed by the required budget detail and narrative. Table 1 (see page 3) presents the Council’s goals along with objective and resources requested for each year. Table 2, re-presented below, shows proposed funding allocations by goal by year. Tables 3 through 11 present detail on the objectives, resources and outcomes expected for each goal. One table is provided for each goal described under the “Approach” section of this grant application.

In each year, a total of \$379,182.86 will be expended in federal ARRA funds to support the work of the Council and accomplishment of the goals outlined in this application. The required non-federal match of \$884,768.89 in each year will come from Commonwealth of Massachusetts funding for the Department of Early Education and Care’s state data system.

Table 2. State Advisory Council ARRA Three-Year Goals/Funds	Year One SFY 2010-11	Year Two SFY 2011-12	Year Three SFY 2012-13
1. Early Childhood Collaborative Data Systems Development and Use	\$150,000 ²⁹	\$125,000	\$100,000
2. Needs Assessment	\$25,000	\$50,000	-0-
3. B-8 Community-LEA Partnerships	\$50,000	\$75,000	\$100,000
4. Early Education – Higher Education Workforce Preparation Data Partnership	\$50,000	-0-	-0-
5. Low-English Proficient Children and Families: Effective Policy, Practice and Program Models	See #6 below	\$25,000	\$75,000
6. Staff Support: ARRA Grant Implementation and Accountability & Agency Indirect Costs	\$104,183	\$104,183	\$104,183
Totals	\$379,183	\$379,183	\$379,183

²⁹ This amount includes \$50,000 to be awarded to the Open Indicators initiative with the balance to secure early childhood data consultation support.

Year One Budget Narrative and Detail: 2010-2011

The first year of this grant will begin upon notification of award, expected in late summer of 2010. Fiscal detail by goal is provided in Table 2 above. All work will be completed by procurement of contractual services. See Table 13 below for a Year One summary *across goals*. The budget narrative – by year – as reported below is taken from various tables presented throughout this application.

Goal 1 (Data Systems) has four objectives for which funding in the total amount of \$150,000 will be allocated in year one: (a) develop an interagency data development process; (b) develop data analytic capacity for DEEC and partners on cross-agency early childhood data; (c) continue the SLDS Partnership between DEEC and DESE; and (4) continue the partnership with Open Indicators Initiative. The proposed approach, non-fiscal resources and outcomes for each of these objectives was reported earlier in this application on Table 5.

Goal 2 (Needs Assessment) has one objective for which funding in the amount of \$25,000 will be allocated in year one. With consultation from partners, contract for the design of the needs assessment survey, implementation and analysis. The proposed approach, non-fiscal resources and outcomes for this year one objective was reported earlier on Table 6.

Goal 3 (Birth through Age Eight Community Planning and PK-3 Alignment) has two objectives for which \$50,000 in ARRA funding will be allocated in year one: (a) begin data-driven B-8 community planning in target communities; (2) with technical support from the Harvard Graduate School of Education, create a model framework for PK-3 alignment. See Table 7.

Goal 4 (Early Ed/Higher Ed Workforce Preparation) has one objective for one year only. \$50,000 in ARRA funds will be required to: (a) complete data collection and database

development begun in 2009-2010 and (b) assure necessary data connections with the Department of Elementary and Secondary Education are made. See Table 8.

Goal 5 (Young Children with Language Challenges) has one objective for year one only: utilize spring 2010 consultant work to develop policy and practice guidance for educational training providers. No ARRA funds are allocated for this objective in year one; completion will be the responsibility of the part-time staffing support contractor described in Goal 6. See Table 9.

Goal 6 (Council Support and Accountability) has the same objective for each of the three years; however, the budget allocation to this objects changes slightly as function of indirect cost calculations for each year. In year one, \$51,099 is allocated. The purpose of the funding is to support the Council's work and to help integrate Council-funded priorities with the comprehensive early childhood system building effects of the Department of Early Education and Care. See Table 10.

Year Two Budget Narrative and Detail: 2011-2012

Fiscal detail for year two by goal is provided in Table 2. All work will be completed through procurement of contractual services.

Goal 1 (Data Systems) has three objectives for the second year of ARRA funding. Note that objective #1 was completed in year one. A total of \$150,000 in ARRA funds will support these three objectives: (a) continue to develop data analytic capacity for the Department on cross-agency early childhood data; (b) continue departmental participation in the SLDS partnership with the Department of Elementary and Secondary Education; (c) continue the partnership with the Open Indicators Initiative.

Goal 2 (Needs Assessment) utilizes \$50,000 in ARRA funds for data collection, analysis and reporting on the needs assessment designed in year one.

Goal 3 (Community Planning and PK-3 Alignment) utilizes \$75,000 in year to continue support for data-driven community planning and continued work on PK-3 alignment, coordination and partnerships.

Goal 4 (Early Ed/Higher Ed Workforce Preparation) was completed in year one. No funds are allocated in year two or three.

Goal 5 (English Language Challenged Children) utilizes \$ \$25,000 to continue work policy and best practice work done in year one by funding demonstration efforts and assessing results of this funding.

Goal 6 (Council Support) has the same objective for each of the three years; however, the budget allocation to this objects changes slightly as function of indirect cost calculations for each year. In year two, \$51,099 is allocated.

Year Three Budget Narrative and Detail: 2012-2013

See Table 11 for a complete listing of objective, activities, resources and outcomes for year three of the Council grant for each goal. All work will be completed through procurement of contractual services.

Goal 1 (Data Systems) utilizes \$100,000 in ARRA funds in year three to: (a) continue data analytic capacity and (b) continue the working SLDS partnership with the Department of Elementary and Secondary Education. All other objectives have been completed. See Table X.

Goal 2 (Needs Assessment) was completed in year two; no funds are allocated in year three.

Goal 3 (Community Planning and PK-3 Alignment) utilizes \$100,000 in year three ARRA funds to: (a) continue competitive grants for community planning and (b) continue work to implement a PK-3 education framework.

Goal 4 (Early Ed-Higher Education Workforce Preparation) was completed in year two. No year three funds are allocated.

Goal 5 (English Language Challenged Children) utilizes \$75,000 in year three to fund demonstration efforts that implement best practices and evolving policy and program models.

Goal 6 (Council Support) utilizes \$66,450 in year three ARRA funds to complete work on the other goals and provide a final accountability report to the Governor and the U.S. Department of Health and Human Services.

ATTACH BUDGET FORMS

APPENDICES