



**Race to the Top - Early Learning Challenge  
Annual Performance Report**

**CFDA Number: 84.412**

*MASSACHUSETTS 2012*

*Due: February 15, 2013*



*Performance Report: Cover Sheet*

**General Information**

- 1. PR/Award #: S412A120017
- 2. Grantee Name (*Block 1 of the Grant Award Notification*): Office of the Governor, State of Massachusetts
- 3. Grantee Address 51 Sleeper St., 4<sup>th</sup> floor, Boston, MA 02210
- 4. Project Director Name: Sherri Killins Title: Commissioner  
Ph #: (617) 988 - 6600 Fax #: (617) 988 - 2451  
Email Address: Sherri.Killins@state.ma.us

**Reporting Period Information**

- 5. Reporting Period: From: 01/ 01/2012 To: 12/ 31/2012

**Indirect Cost Information**

- 6. Indirect Costs
  - a. Are you claiming indirect costs under this grant? X Yes  No
  - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? X Yes  No
  - c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s):  
From: 07/ 01/2011 To: 06/ 30/2013 (mm/dd/yyyy)  
Approving Federal agency:  ED  HHS  Other (*Please specify*):  
(*Attach current indirect cost rate agreement to this report.*)

**Certification**

- 7. The Grantee certifies that the state is currently participating in:
  - The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));  
 Yes  
 No
  - Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA);  
 Yes  
 No

The Child Care and Development Fund (CCDF) program

Yes

No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Sherri Killins, Ed.D Title: Commissioner, Department of Early Education and Care

Name of Authorized Representative:

 *Sherri Killins* 

Date: 02/ 15/2013

Signature

## **Executive Summary**

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

Funding from the Race to the Top-Early Learning Challenge (RTT-ELC) grant has allowed Massachusetts an unprecedented opportunity to accelerate early childhood education so that the states' children have access to high quality birth to grade three education and experiences that will put them on an early path to school success and productive citizenship. The Massachusetts Department of Early Education and Care (EEC), the RTT-ELC lead agency, has prioritized its work into five strategic areas of Program Quality, Educator Quality, Screening and Assessments, Family and Community Engagement and Infrastructure. Below are highlights of 2012 accomplishments.

**PROGRAM QUALITY: High Quality Accountable Programs, Early Learning and Development Standards**

- 7,941 programs in Quality Rating and Improvement System (QRIS)
- Launch of the QRIS Validation Study to determine if QRIS self assessed levels and validated levels reflect differences in program quality and lead to child outcomes
- Completion of EEC's Alignment Study of the state's Infant, Toddler, and Preschool Learning Guidelines with the MA Curriculum Framework for English Language Arts and Mathematics for pre-K and kindergarten and the Head Start Child Development Early Learning Framework

**EDUCATOR QUALITY: Early Childhood Education Workforce**

- 332 professional development opportunities aligned with QRIS Standards, MA Curriculum Frameworks, and Infant, Toddler and Preschool Learning Guidelines
- 120 early educators from private and public early education programs participated in discussions which support birth to third grade alignment, social and emotional development and promoting STEM at the Early Educators Fellowship Institute professional development series, 17 received college credit

**SCREENING & ASSESSMENTS: Comprehensive Assessment Systems**

- 20 public school districts participating in the Massachusetts Kindergarten Entry Assessment (MKEA) to use formative assessment tools Teaching Strategies GOLD or Work Sampling System to collect child data to improve teaching and learning
- Child development screening tool Ages and Stages Questionnaire (ASQ) available to parents in 338 cities and towns across the state

**FAMILY & COMMUNITY ENGAGEMENT: Engaging and Supporting Families**

- 24 communities serving over 8,000 children received grants to implement evidence based literacy models to help parents develop their child's literacy skills
- Partnership with museums and libraries to support parents in their children's learning and development in the areas of early literacy, preparation for kindergarten, and STEM

**INFRASTRUCTURE: Successful State Systems, Early Learning Data Systems**

- Two leadership retreats with 100% participation of all child-serving state agencies
- Components of the state's Early Childhood Information System (ECIS) developed include 12 data reports on children in subsidized programs (child demographics and attendance).

Challenges in the first year of the grant include working with local communities to implement cohesive birth to third grade alignment and the need to begin to assess professional development faculty to ensure they have demonstrated experience, evidence of changing the practices of educators that lead to improved outcomes and academic preparation. A key lesson learned is the importance of supporting the integration across boundaries of a infrastructure at the community level to implement comprehensive birth to third grade strategy.

## Successful State Systems

### **Aligning and coordinating early learning and development across the State.**

#### **Governance Structure**

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

In 2012, the governance structure has stayed consistent—the Governor and the Child and Youth Readiness Cabinet (a state leadership team with members from the secretaries of education, health and human services, and other state agencies) oversee the Governor’s Education Action Agenda, a 10 year vision for a comprehensive public education system that begins at birth and continues through adulthood.

The RTT-ELC lead agency, the Department of Early Education and Care (EEC), works closely with its allies the Department of Elementary and Secondary Education (ESE), Department of Higher Education (DHE) and Massachusetts Head Start State Collaboration Office (HSSCO) to implement the state’s strategic early childhood priorities. EEC’s Commissioner and her senior management team, which have been in place since 2009, also provides stable leadership. The EEC Board of Directors (State Advisory Council/SAC) continues to offer strategic leadership to EEC.

#### **Stakeholder Involvement**

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Many stakeholders are involved with the work of EEC and the Massachusetts Early Learning Plan. In addition to the EEC Board of Directors, the EEC Advisory Council plays a key role. The EEC Advisory Council, which meets four times a year, consists of members, defined by authorizing legislation, with additions based on the Commissioners recommendations. Interest groups meet between each full Advisory meeting in order to maximize focused, relevant and in-depth conversations with multiple stakeholder types. The following six expertise groups meet: Agencies, Vendor/Contract Relationship, Legislators, Business, Civic, Higher Education, State Associations, and K-12 Linkages.

All appointees have an expertise or interest in building a comprehensive system of early childhood education and care and out of school time. The Advisory Council may review and offer comments on any rules or regulations before promulgation by the Board, and may, from time to time, make recommendations to the Board that it considers appropriate for changes and improvements in the development of a statewide system of early education and care and out of school time programs supports and services.

Several non-profit organizations are key stakeholders that work collaboratively with EEC to implement the state's early childhood plan: Massachusetts Association of Early Education and Care (MADCA), Barr Foundation, Bessie Tart Foundation, Strategies for Children, and United Way.

Through an application process, members of the field at large were invited to participate on program based Advisory Committees, to guide of new or expanded initiatives including in our RTT-ELC application. The advisory committees include: QRIS Validation Study (project #6), Validation of Educator Competencies (project #8.2-8.4), Post-Master's Degree Certificate (project #8.6), Peer Assistance and Coaching (project #8.7), and Brain Building in Progress (project #11.1), and Content Based Media Partnership (project #12).

### **Proposed Legislation, Policies, or Executive Orders**

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

In November 2012, EEC's Board of Directors submitted a FY14 budget to the Secretary of Education's office for a increase over maintenance of \$69,390,957. This inspirational budget was framed in three significant areas, aligned to the strategic plan: an investment in quality, an investment in our children and families, and an investment in health and safety. These funds would be in addition to EEC's core funding through the maintenance budget. \$15,594,821 was requested for the area of investment in quality (QRIS, rate increase for workforce salaries, staff support). \$36,209,423 was requested for investment in children and families (increase access to programs). \$17,586,713 was requested for health and safety (transportation rate increase)

The Governor's FY14 budget proposal, which totals approximately \$550 million in additional education spending its first year, seeks to allocate \$131M in early education, \$172M in higher education, and \$251M in K-12 education. The \$131M investment in early education will reduce the waitlist for infant, toddler and pre-school access to early education and care, expand initiatives to support QRIS implementation and increase support for family engagement.

#### State Budget

The original FY13 budget approved by the legislature and Governor included new funding in the Executive Office of Education's budget for interagency data sharing.

#### Legislation

During the 187<sup>th</sup> general court of the Commonwealth of Massachusetts, the following bills were enacted into law that relate to the Department of Early Education and Care:

*After-school and Out of School Time Coordinating Council*—On August 22, 2012 the Governor enacted Chapter 254 of the Acts of 2012, establishing the Afterschool and Out of School Time Coordinating Council. This Council will review and make recommendations on increasing access to high quality out of school time opportunities for all children and families. The Department of Early Education and Care (EEC) is a named member of the Council.

*An Act Relative To Early Education And Care By Family Child Care Providers*—On August 1, 2012, Governor Patrick enacted Chapter 189 of the Acts of 2012 allowing family child care providers to be considered public employees for the purposes of collective bargaining.

*An Act Relative to Third Grade Reading Proficiency*—On September 26, 2012, Governor Patrick signed this bill into law. An Act Relative to Third Grade Reading Proficiency aims to close reading achievement gaps and to bring all students to proficiency by 3<sup>rd</sup> Grade.

### **Participating State Agencies**

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.



There have been no changes to the participation and commitment by any of the participating state agencies. Prior to RTT-ELC, EEC had built partnerships with the state agencies listed below to meet the needs of children and improve child outcomes. Funding from RTT-ELC has allowed for an acceleration and continuation of this work.

- **Department of Elementary and Secondary Education (ESE)**
- **Department of Higher Education (DHE)**
- **Department of Public Health (DPH)**
- **Department of Children and Families (DCF)**
- **Department of Housing and Community Development (DHCD)**
- **Office of Refugees and Immigrants (ORI)**
- **Department of Transitional Assistance (DTA)**
- **The Children's Trust Fund (CTF)**

The following is a description of progress made in 2012 by a partner state agency in implementing the activities of the MA Early Learning Plan.

**Department of Housing and Community Development (DHCD)** (project #7.2)

DHCD and EEC have agreed to collaborate to improve the joint management of early education and care and out-of-school-time programming for homeless families. DHCD and EEC will empower homeless families to support their children's healthy growth and development through access to screening via their local Coordinated Family and Community Engagement (CFCE) grantee and in some instances DHCD contracted programs. 2012 progress made include:

- Delivery of three regional trainings in October and November 2012 on supporting the healthy development of homeless children. Over 120 staff from early education programs and DHCD's network of family shelters participated.
- Fireman Foundation's Secure Jobs Fund initiative: The Secure Jobs Fund is a one-to-two year demonstration project spearheaded by the Fireman Foundation, with participation by EEC, DHCD, the Massachusetts Department of Transitional Services (DTA), and the Interagency Council on Housing and Homelessness. The Fireman Foundation will support two to three regional partnerships to secure employment, stabilize housing and address the developmental needs of children for at least 150 adults from recently-homeless families participating in DHCD's HomeBASE initiative, to develop a replicable model, and to inform state and federal policy regarding homelessness, employment and child development.

## High-Quality, Accountable Programs

### Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS).

During this 1<sup>st</sup> year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

No

X Yes

If yes, these standards currently apply to (please check all that apply):

X State-funded preschool programs

X Early Head Start and Head Start programs

- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

(2) A Comprehensive Assessment System

No

Yes

If yes, these standards currently apply to (please check all that apply):

- X State-funded preschool programs
- X Early Head Start and Head Start programs
- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

(3) Early Childhood Educator qualifications

No

Yes

If yes, these standards currently apply to (please check all that apply):

- X State-funded preschool programs
- X Early Head Start and Head Start programs
- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

(4) Family engagement strategies

No

Yes

If yes, these standards currently apply to (please check all that apply):

- X State-funded preschool programs
- X Early Head Start and Head Start programs

- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

(5) Health promotion practices

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- X State-funded preschool programs
- X Early Head Start and Head Start programs
- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

(6) Effective data practices

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- X State-funded preschool programs
- X Early Head Start and Head Start programs
- X Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- X Early Learning and Development Programs funded under Title I of ESEA
- X Early Learning and Development Programs receiving funds from the State's CCDF program:
  - X Center-based
  - X Family Child Care

Describe progress made in ***developing*** a TQRIS that is based on a statewide set of tiered Program Standards.

With funding from the American Recovery and Reinvestment Act of 2009 (ARRA) and the Child Care Development Fund (CCDF), Massachusetts implemented the state's tiered QRIS in 2011 with two distinctions of quality—self assessed levels and validated levels. Programs that are engaged in QRIS are verified at two levels:

- The **first level** is the self assessment. The self assessment includes the presentation of documentation as well as the completion of several evidence based tools to review the environment, relationships and business practices.
- The **second level** is validation. This level includes an independent evaluation visit to complete the Environmental Rating Scale (ERS), as well as a review QRIS standards and practice. Each program receives an onsite visit to discuss strengths and opportunities for growth to ensure child outcomes within the program.

The QRIS standards fall into the following categories:

- Curriculum and Learning (Curriculum, Assessment, and Diversity; Teacher-Child Relationships and Interactions)
- Safe, Health Indoor and Outdoor Environments
- Workforce Development and Professional Qualifications (Designated Program Administrator Qualifications and Professional Development; Teacher-child Relationships and Interactions; Program Staff Qualifications and Professional Development)
- Family and Community Engagement
- Leadership, Management, and Administration (Leadership, Management, and Administration; Supervision)

In 2012, EEC focused on further educating and training providers about QRIS, clarifying QRIS related policies, linking financial resources to QRIS participation and creating the means to validated the state's QRIS. Online courses were offered to assist providers in understanding QRIS.

Is the state in the process of revising tiered Program Standards in any of the following categories? (If yes, please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

For those Program Standards that have not been revised during this 1<sup>st</sup> year of implementation, is there a plan to revise the tiered Program Standards in the upcoming year (if yes, please check all that apply):

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices

X Effective data practices

The State has made progress in ensuring that (please check all that apply):

- X TQRIS Program Standards are measurable
- X TQRIS Program Standards meaningfully differentiate program quality levels
- X TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- X The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Please describe progress made in revising TQRIS Program Standards.

In 2012, EEC engaged in another study, the **Review of Research on Child Care Quality**, to update the 2010 research, with additional evidence-based research and best practices as perceived by those in the field. Research was conducted on each of the 5 broad categories of the existing QRIS standards: Curriculum and learning; Environment; Workforce qualifications; Family involvement; Administration. The study found that research evidence exists for 40 center and school-based standards, 22 family child care standards and 31 out of school time standards. The research evidence included strong evidence based on experimental studies and correlational evidence that was found across multiple studies. In some instances, the evidence supported part, but not all aspects of the standard, and in other instances the evidence was strong but the context differed.

As with any system, EEC is always reviewing the QRIS process, application and standards. The initial intent of QRIS systems was to improve the quality and infrastructure of formal early education and care programs. This process has led to changes in the online system and a review of the standards, which led to a reduction in the number of standards. The current standards fall into the following categories: evidence based; measurable; linked to child outcomes; already measured in an evidence based tool used in QRIS; not linked to child outcomes; not measurable. The board agreed, at its February 2012 meeting, with recommendations to remove the standards that fall into the categories of already linked in an evidence based tool used in QRIS, not linked to child outcomes, and not measurable (with the exception of family child care educator qualifications). The standards from all 5 of the core areas are being proposed to be removed. The breakdown by core area is below:

Core Areas	Family Child Care	Center Based	Out of School Time
Curriculum, Assessment and Diversity	3	2	1
Safe, Healthy Indoor and Outdoor Environments	3	3	1
Family and Community Engagement	5	2	4
Leadership, Management and Administration	8	13	9
Workforce Development and Professional Qualifications	2	6	0

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The state is on target to meet goals by the end of the grant period.

**Performance Measure (B)(2)(c)**

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State’s TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State’s application unless a change has been approved.

<b>Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	<i>Number and percentage of Early Learning and Development Programs in the TQRIS</i>									
		<b>Baseline</b>		<b>2012 (Target)</b>		<b>2013 (Target)</b>		<b>2014 (Target)-</b>		<b>2015 (Target)</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool <i>Specify: UPK</i>	166	192	89%	<b>166</b>	<b>100%</b>	(216)	(100%)	(216)	(100%)	(216)	(100%)
Early Head Start and Head Start <sup>1</sup>	214	112	51%	<b>214</b>	<b>100%</b>	(221)	(100%)	221	(100%)	221	(100%)
Programs funded by IDEA, Part C	59	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Programs funded by IDEA, Part B, section 619	504	29	6%	<b>70</b>	<b>14%</b>	(229)	(45%)	(356)	(70%)	(508)	(100%)
Programs funded under Title I of ESEA	172	18	11%	<b>28</b>	<b>16%</b>	(56)	(33%)	(112)	(66%)	(128)	(100%)
Programs receiving from CCDF funds	8,469	1,088	26%	<b>7,327</b>	<b>85%</b>	(8,406)	(100%)	(8,406)	(100%)	(8,406)	(100%)
Other <i>Describe: License-exempt</i>	75	25	33%	<b>136</b>	<b>79%</b>	(27)	(40%)	(33)	(45%)	(37)	(50%)

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.**

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)-		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
<i>programs</i>											
<i>Baseline data is actual data, except for district-level Title I funding where the number of early childhood programs receiving these funds is an estimate. The category "Other" does not include non-licensed programs. Baseline data source: Data extract 8/24/2011. Children placed as of 8/1/2011. Data source (2012 update): Data extract 9/1/2012. Children placed as of 9/1/2012.</i>											

Please describe the State’s strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State’s TQRIS System by the end of the grant period.

Massachusetts is committed to ensuring that all children have access to high quality early education programs. As a result of notification and policy decisions in 2011, during 2012, EEC programs serving subsidized children or seeking other types of grant funds such as Head Start, Universal Pre-School, and Inclusive Pre-School were required to participate in QRIS.

- 7,327\* programs receiving CCDF funds are in QRIS (\*includes Head Start programs).
- 166 UPK and 214 Head Start programs in QRIS.
- 136 license exempt programs are in QRIS.
- 70 programs funded by IDEA, Part B, section 619 are in QRIS.
- 28 programs funded under Title I of ESEA.

With funding from a private foundation, EEC issued the “**Provider Perspectives on the Massachusetts QRIS**” a qualitative interview study of early education and care program directors throughout the state (who were both participating in the QRIS and were not) to better understand the challenges with and opportunities for QRIS participation. Some of the study’s findings include:

- Respondents have generally positive feelings about the QRIS and see it as a worthwhile tool that may facilitate improvement of the quality of their early education programs and are motivated to move up within the rating system of the QRIS. Many respondents articulated what they saw as the importance of the QRIS to the field as a whole, making it clear to the public and early educators alike that early childhood education is professional work with standards that must be met.
- Although respondents are motivated to improve quality, many feel daunted by the process and are concerned that they lack the resources necessary to advancement.
- Almost all participants discussed the staff educational requirement as a significant barrier to moving up. Many felt the system should be able to reward staff experience in addition to educational attainment and

most were doubtful that they would be able to compel their staffs to seek higher education. Similarly, respondents suggested that they would be unable to pay a commensurate salary for a more highly educated staff. Lastly, respondents voiced a belief that staff are historically difficult to retain after completing higher degrees.

- Respondents reported a significant amount of time spent attempting to understand the QRIS and complete the various components of the application. Respondents wished they had more accessible support from EEC, specifically suggesting that there be a point of contact available for assistance.

To address the issues expressed by the providers, EEC implemented strategies and policy changes to promote greater QRIS participation. The following are examples of these strategies and changes.

The state awarded a total of 307 **QRIS Program Improvement grants** (project # 2.2) to center based and family child care programs (with priority to those serving high needs children) to assist them with QRIS participation. 217 grants were funded by CCDF and 90 grants were funded by RTT-ELC. Furthermore, EEC issued stipends in the form of services, materials and technical assistance (valued at \$5,000 to \$10,000) to programs to achieve higher levels of quality in QRIS.

EEC developed an online **fundamentals course on QRIS** in multiple languages (English, Spanish, Haitian Creole, Chinese, Khmer and Portuguese) for providers. This course is designed to provide early education and out of school time educators with an introduction to the Massachusetts QRIS so that they become familiar with it and participate in QRIS. The first two-hour module of the course introduces the QRIS and explores the current science of brain development. The next four modules introduce the five categories of the QRIS Standards and the tools that measure process and structural quality indicators. The final module covers how to apply this knowledge to an early education or out of school time program to identify areas for program improvement. Over 1,500 educators have accessed the course since the launch.

In addition to the fundamentals course, EEC has begun to develop **QRIS Technical Assistance Courses** (project # 2.1). The modules will provide in-depth knowledge and strategies on QRIS content areas and standards and be easily accessible to professionals currently working in the field. These modules will also be translated to Spanish. The following modules will be developed and made available to educators in FY 13/FY14:

#### **QRIS Standard 1: Curriculum and Learning**

- **Curriculum Goals and Child Development:** Educators will examine key elements to consider in setting and attaining curriculum goals in early childhood settings.
- **Curriculum Planning:** Using Early Learning Standards to enhance preschool learning experiences.
- **Using Observation for Assessment, Curriculum Planning and Instruction:** Educators will gain deeper understanding of the purpose and primary use of observation for assessment, curriculum planning and instruction.
- **Developing Cultural Competence in Early Childhood Settings:** Educators will explore the concept, elements and importance of cultural competence in their educational settings.
- **Integrating Diversity in Early Childhood Settings:** Educators will explore the concept and importance of intentionality in integrating diversity in early childhood education and settings.
- **Teacher-Child Interactions in Early Childhood Settings:** Educators will understand the foundations of positive teacher-child interactions.

#### **QRIS Standard 2: Safe, Healthy Indoor and Outdoor Environments**

- **Nutrition in Early Childhood Education:** Educators will gain understanding and increase their awareness of the fundamental principles of good nutritional care for young children and related childhood nutritional challenges.



#### **QRIS Standard 4: Family and Community Engagement**

- **Cultural competency and family engagement:** Educators will learn the concept and stages of cultural competency and increase their understanding of how to identify their own biases, communicate and interact with families of diverse cultures, and examine if their classroom/program environment support diversity.

#### **QRIS Standard 5: Leadership, Administration and Management**

- **Financial Management:** Early childhood administrators will understand budget systems and preparing, managing and analyzing their budget. This includes developing financial spreadsheets, billing and reporting, basic bookkeeping and developing a business plan. Administrators will also gain knowledge of various types of funding sources and fundraising, learn how to manage a budget, and understand financial statements to manage program needs.
- **Supervision and Staff Development:** Educators will understand the role of leadership and supervision in early childhood education, explore adult development and learning, and examine its impact on supervision and staff development. In addition, educators will gain knowledge of teacher developmental levels; the cycle of supervision; planning problem solving and sharing ideas through supervision; and identifying the link between supervision, evaluation and staff development.

In 2012, EEC began work to develop a **Business Planning Course** (project # 2.8) for early educators. The course is intended to help educators in programs to implement sound business practices that will result in higher scores on the PAS, BAS and APT and achieve a higher QRIS level. This course will be available online and in classroom format as well as in multiple languages (Spanish, Portuguese and English).

EEC's **Assessment and Measurement Tools Grant**, which is funded by the CCDF block grant and SAC, provides early education programs with resources to assist them with QRIS. In 2012, EEC served the following numbers of educators and programs on screening and assessment:

- Educators receiving training on Assessment (including screening and observation) - 2111
- Number of programs receiving Assessment, Screening and Observation tools - 419
- Educators receiving training on the QRIS measurement tools - 975 (including PAS, BAS, APT, Arnett, CLASS and ERS)
- Number of program receiving QRIS measurement tools - 570

EEC has established an infrastructure to provide on-site assistance to programs that are engaged in the QRIS. The regional **Family and Community Coordination Specialists** offer targeted technical assistance, coaching, and mentoring on site and by phone. Furthermore, early education programs receive additional support from EEC's **Educator and Provider Support (EPS)** grantees (which are funded by CCDF). The EPS grantees are responsible for supporting educators and programs to:

- Increase competency and earn a degree, certificate, or credential in early childhood education or a related field.
- Access to the resources and supports (coaching and mentoring) to set and achieve professional and academic goals.
- Receive supports and resources to achieve and maintain accreditation.
- Receive support to achieve upward movement on EEC's Quality Rating and Improvement System (QRIS).

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- X Includes information on valid and reliable tools for monitoring such programs
- X Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- X Monitors and rates Early Learning and Development Programs with appropriate frequency
- Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site)
- X Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

The state has implemented the following system for rating system for QRIS:

- The QRIS Program Manager (QPM) application is a secure, web based program that allows programs to rate themselves against the QRIS Standards and then submit documentation justifying their ratings. Once the Department receives applications, they are reviewed and programs are assigned a rating. The QPM offers program specific, self-reported data on the number of children enrolled, number of educators employed, the program's ERS, PAS, BAS, CLASS and Arnett scores, self-assessment information on each Standard and a list of documents that the program has provided as evidence as having met the Standard. Given that the program is web-based, the Department can cross reference QRIS data with data generated from other EEC systems, such as licensing, financial assistance and the professional development registry.
- Family and Community Coordination Specialists at the EEC regional offices use the information in QPM to rate programs. They also make technical assistance visits and phone calls to help programs with QRIS and help to resolve any issues.
- EEC provides reliable raters to observe and validate the ERS scores for QRIS programs at validated levels.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

The state is on target to meet goals by the end of the grant period.

**Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.**

Has the state made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- X Program and provider training
- X Program and provider technical assistance
- X Financial rewards or incentives
- X Higher, tiered child care subsidy reimbursement rates
- Increased compensation

**Number of tiers/levels in the State TQRIS**

**2 (levels are self assessed and validated)**

**How many programs moved up at least one level within the TQRIS over the last fiscal year?**

- State-funded preschool programs   100
- Early Head Start
- Head Start programs   74
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA   N/A
- Early Learning and Development Programs funded under Title I of ESEA   N/A
- Early Learning and Development Programs receiving funds from the State's CCDF program:
  - Center-based   217
  - Family Child Care   313

**How many programs moved down at least one level within the TQRIS over the last fiscal year?**

- State-funded preschool programs   0
- Early Head Start
- Head Start programs   0
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA   0
- Early Learning and Development Programs funded under Title I of ESEA   0
- Early Learning and Development Programs receiving funds from the State's CCDF program:
  - Center-based   0
  - Family Child Care   0

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)

X Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)

X Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

X Early Learning and Development Standards

X A Comprehensive Assessment System

X Early Childhood Educator qualifications

X Family engagement strategies

X Health promotion practices

X Effective data practices

X Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

Massachusetts QRIS includes standards that apply to all program types in the state's mixed delivery system including center-based, family child care, Head Start, after school and out of school time; and public preschools. The state has developed high quality benchmarks of QRIS that are aligned with state preschool standards (*MA Early Learning Guidelines for Infants & Toddlers*, *Preschool Learning Guidelines* and the *Pre-K MA Curriculum Frameworks*), Head Start, the National Association of Educating Young Children accreditation, and other early learning and development standards. Furthermore, our QRIS levels reflect early childhood best practices in the area of comprehensive assessment system, early childhood educator qualifications, family engagement strategies, health promotion, effective data practices and program quality assessment.

The state's QRIS is customized for use in different contexts, with varying numbers of the Standards associated with center-based (79), school-based (79), family/home child care (57), and out-of-school-time (57) programs. The Standards are grounded in research on early childhood best practices. The Standards are organized around five key components of quality, three of which encompass sub-categories:

- Curriculum and Learning (Curriculum, Assessment, and Diversity; Teacher-Child Relationships and Interactions)
- Safe, Healthy Indoor and Outdoor Environments
- Workforce Development and Professional Qualifications (Designated Program Administrator Qualifications and Professional Development; Teacher-child Relationships and Interactions; Program Staff Qualifications and Professional Development)
- Family and Community Engagement
- Leadership, Management, and Administration (Leadership, Management, and Administration; Supervision)

Among the QRIS Standards are several existing validated instruments:

Environmental Rating Scales (ERS):

- Infant/Toddler Environmental Rating Scale-Revised (ITERS-R)
- Early Childhood Environmental Rating Scale-Revised (ECERS-R)
- Family Child Care Environmental Rating Scale-Revised (FCCERS-R)
- School-Age Care Environmental Rating Scale-Revised (SACERS-R)

Business and Program Administration Scales:

- Program Administration Scale (PAS)
- Business Administration Scale (BAS)

Other Scales:

- Classroom Assessment Scoring System (CLASS)
- Arnett Caregiver Interaction Scale (Arnett-CIS)
- Strengthening Families Self-Assessment Tool (SFSAT)

While these previously validated instruments play a central role in defining and measuring the Standards, the system also encompasses a range of other specific standards. These Standards are in some instances used to differentiate quality at the uppermost tiers of the system. Programs receive an Environmental Rating Scale Observational Visit at the validated level. The observation visits are conducted by an independent, reliable rater who has received the necessary training in the Environmental Rating Scales.

For those areas where progress has not been made, please describe the State’s strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

The state is on target to meet goals by the end of the grant period.

**Performance Measures (B)(4)(c)(1) and (2)**

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

<b>Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.</b>					
	<b>Baseline</b>	<b>2012 (Target) Actual</b>	<b>2013 (Target) Actual</b>	<b>2014 (Target) Actual</b>	<b>2015 (Target) Actual</b>
<b>Total number of programs covered by the TQRIS</b>	1,345	7,327 (8,187)	(8,647)	(8,647)	(8,647)
<b>Number of programs in Self Assessed Tiers</b>	1,197	6,641 (2,815)	(3,378)	(4,053)	(4,864)
<b>Number of programs in Validated Tiers</b>	93	324 (107)	(128)	(154)	(184)

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

**Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.**

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: UPK</i>	5,844	4,308	70%	5,844 (6,193)	100% (100%)	(6,193)	(100%)	(6,193)	(100%)	(6,193)	(100%)
Early Head Start and Head Start <sup>2</sup>	16,469	9,614	58%	10,770 (10,751)	65% (65%)	(12,405)	(75%)	(14,059)	(85%)	(6,193)	100%
Early Learning and Development Programs funded by IDEA, Part C	NA	15,162	NA	NA	NA	NA	NA	NA	NA	NA	NA
Early Learning and Development Programs funded by IDEA, Part B, section 619	14,915	2,045	13%	3,594 (3,721)	24% (25%)	(7,441)	(50%)	(11,162)	(75%)	(14,882)	(100%)
Early Learning and Development Programs funded under Title I of ESEA	11,167	662	4%	1,164 (2,963)	10% (25%)	(5,926)	(50%)	(8,889)	(75%)	(11,852)	(100%)
Early Learning and Development Programs receiving funds from the State's CCDF program	14,756	13,153	89%	14,000 (8406)	95% (100%)		(100%)		(100%)		(100%)
Other <i>Describe:</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

<sup>2</sup> Including Migrant and Tribal Head Start located in the State.

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

For Performance Measure (B)(4)(c)(1), Massachusetts set the 2012 goal of having 2,815 programs in the self assessed tier of QRIS and 107 programs in the validated tiers. We achieved 6,641 numbers of programs in self assessed levels, and 324 numbers of programs in validated levels.

For Performance Measure (B4)(c)(2), we achieved:

- 5,844 # of high needs children in UPK programs that are in QRIS
- 10,770 # of high needs children in Early Head Start and Head Start
- 3,594 # of high needs children in programs funded by IDEA, Part B, section 619
- 1,164 # of high needs children in programs funded under Title I of ESEA
- 14,000 # of high needs children in programs receiving CCDF funding

As a result of notification and policy decisions in 2011, during 2012, EEC programs serving subsidized children or seeking other types of grant funds such as Head Start, Universal Pre-School, and Inclusive Pre-School were required to participate in QRIS.

Massachusetts offers support to increase participation in QRIS and to assist programs in achieving higher levels of quality, which includes:

- QRIS online courses in multiple languages
- EEC's Family and Community Coordination Specialists to provide technical assistance
- QRIS Program Improvement grants

### **Validating the effectiveness of the State TQRIS.**

Has your State made progress in validating the effectiveness of the TQRIS?

- Yes  
 No

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.



Massachusetts is validating the state's tiered QRIS. Building upon the **Review of Research on Child Care Quality**, EEC initiated the **QRIS Validation Study** (project #6.1) to ensure that programs are properly rated and higher tiers are linked to child outcomes. The research design for the validation study will occur in four major phases:

1. Methods planning and pilot study
2. At-scale validation of key quality components and associated provisional standards, and assessing differences in quality across levels
3. At-scale validation of the link between quality levels and children's development and growth trajectories
4. Final data analysis and reporting

Phase One of the study is well underway as the research plan has been approved by the Institutional Review Board (IRB) and the pilot study has begun. Analysis of the QRIS standards has produced the QRIS Validation Study Measurement Map. The Measurement Map presents a tool for independently measuring the key quality standards and for understanding how the standards are related to quality and ultimately to improved child outcomes.

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

#### **QRIS Validation Study Research Questions** (project #6.1)

The QRIS Validation study will determine whether the ratings assigned to center- or family-based child care providers truly reflect differences in program quality. The study will also examine the relationship between the quality levels and children's development. The results of the study will show whether the levels of quality in QRIS are distinct and reflect actual differences in quality. The results will also determine whether higher quality is related to greater progress in children's development. The validation study will help support long range planning and improvements to the MA QRIS and, ultimately, provide parents a method of distinguishing quality and improve the quality of child care in Massachusetts. Research questions include:

#### **Validating the Five Key Components of Quality and the Associated Standards of the MA QRIS**

- How do the participating early education and care providers vary along the five key components of quality and their associated Standards?
- What does available evidence show regarding the link between the Standards in the five components of quality and effects on child outcomes? Of the evidence-based Standards linked to child development outcomes which methods are used to measure these Standards and is there a difference between self-assessment, as opposed to external verification, in relation to child outcomes?

#### **Assessing Differences in Quality Across Quality Levels and Changes Over Time**

- Do the QRIS levels represent true distinctions in program quality?
- Do the two groups of quality levels differ as expected in their underlying components of quality and their associated Standards? Are some quality components and associated Standards more important than others in distinguishing quality differences among the two groups of QRIS levels?

- Do the differences in quality between the QRIS levels vary according to the method in which the Standards are measured (self-assessment vs. external verification)? Is self-assessment a valid method for distinguishing between the QRIS levels?
- Is there an improvement in provider's quality levels across time? If so, what factors contributed to this improvement? What is the contribution of state quality improvement efforts to improvement in providers' quality levels across time?

#### Relating Quality Levels to Children's Developmental Outcomes

- Do children enrolled in providers with QRIS validated levels exhibit developmental gains over time and more optimal growth trajectories when compared with children enrolled with providers at self-assessed levels across the five domains of development (language, cognitive, social, physical, approaches to learning)?
- Which components and Standards of the QRIS are most strongly associated with developmental outcomes and growth trajectories? What provider characteristics are most strongly associated with these child outcomes?

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

The QRIS Validation Study will enable the state to gather data in which to determine if QRIS levels address changes in children's learning, development and school readiness. In winter 2012, the QRIS Validation Study pilot began with 20 center based and family child care providers. The at-scale study will start in the fall of 2013.

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

### **Check the Focused Investment Areas addressed in your RTT-ELC State Plan:**

- X (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- X (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- X (C)(4) Engaging and supporting families.
  
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- X (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
  
- X (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- X (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

*Grantee should complete those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.*

## **Early Learning and Development Standards**

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- X Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- X Cover all Essential Domains of School Readiness;
- X Are aligned with the State's K-3 academic standards; and
- X Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made, where applicable. In addition, describe any supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

## **Alignment of Preschool Curriculum Frameworks with the Common Core Standards K to 12**

EEC and the Department of Elementary and Secondary Education (ESE) worked together to develop the preschool Common Core, Massachusetts Curriculum Frameworks that include English Language Arts and Math. The Readiness Centers and the EPS grantees trained preschool programs on the Frameworks in 2012. Early Learning Standards are key to providing guidance to families and educators alike about what we want children to know and be able to do. We have created standards which cover children from birth to 5. These standards alone provide solid guidance regarding what opportunities children need to grow and develop, however, it is important that they are aligned as growth and development happens in multiple domains and at varying rates depending on experience and opportunities.

### **Massachusetts Alignment Study** (project # 6.2)

In Massachusetts, state leaders and educators believe children grow and develop continuously through intentional and un-intentional activities, and therefore are engaged in an ambitious effort to improve the quality of early childhood learning opportunities. Central to these efforts is a focus on creating the highest quality early learning and development standards for young children that articulate multi-domain expectations for children's growth and support continuity in early education from birth through kindergarten. At the same time, these early learning and development standards provide a foundation for creating learning and growth opportunities for children across all communities and families and across both informal and formal environments. EEC commissioned a study across toddler, preschool, Kindergarten and Head Start standards across Massachusetts to analyze vertical and horizontal alignment. The **Massachusetts Alignment Study** evaluates the alignment between the state's early learning and development standards for infants, toddlers, preschoolers, and kindergarteners, and to evaluate alignment between the state's standards and selected assessments.

The researchers analyzed the alignment of the Early Learning Guidelines for Infants and Toddlers, Guidelines for Preschool Learning Experiences, Kindergarten Learning Experiences, Massachusetts Curriculum Frameworks for Language Arts and Literacy and Mathematics (Pre-K and Kindergarten), and the Head Start Child Development and Early Learning Framework. The key finding from this study was that while MA has solid standards for infants, toddlers, Preschoolers and Kindergarteners from multiple sources, they are not aligned nor do they provide scaffolding of learning across all domains in a consistent method, and that the creation of an aligned set of standards from birth to kindergarten covering all domains where gaps now exist is needed.

#### Major Findings Overall

- Massachusetts has a solid set of standards that address the birth-through-five age continuum.
- The Department has made a good effort to align its standards across a broad age spectrum and with seminal documents, particularly the Common Core.

#### Major Findings: Balance

- The toddler standards are quite balanced across the five domains in the construct template.
- The preschool and kindergarten standards place more emphasis on Cognitive Development, particularly the subject areas, and less attention on Social-Emotional Development and Approaches Toward Play and Learning.
- The tension between an academic and holistic orientation-- *not unique to Massachusetts*--is thus evident in the toddler, preschool, and kindergarten standards.
- The HSCDEL and preschool standards align well on Language and Communication.
- The preschool standards place a somewhat greater emphasis on Physical Development and a

much greater emphasis on Cognitive Development than the HSCDELf.

- The HSCDELf places a much greater emphasis on Social-Emotional Development and Approaches Toward Play and Learning than the preschool standards.

#### Major Findings: Coverage/Depth

- The coverage of specific constructs was generally good in the toddler standards, with only a few missing constructs, such as nutrition and vocabulary.
- There were more constructs missing in the preschool and kindergarten documents, with several missing constructs related to physical fitness, social-emotional development, approaches toward play and learning, and the cognitive processes.
- Alignment between the HSCDELf and Massachusetts preschool standards is pretty good in some areas, such as physical development.
- The HSCDELf covers a broader array of constructs that address social and emotional development, approaches toward play and learning, and the cognitive processes.
- The HSCDELf devotes a large portion of indicators to English language acquisition; the preschool standards do not.
- In Mathematics, neither the HSCDELf nor the preschool standards covers data and mathematics processes.

#### Major Findings: Difficulty

- The progression of difficulty from toddler to preschool was particularly strong, and the progression from preschool to K was good.
- There were some examples of equal difficulty between the preschool and kindergarten standards, and some in which kindergarten was much more difficult.
- Alignment with the HSDCELf was mixed; in some areas, the HSCDELf was more difficult, while in others, the preschool standards were more difficult.

#### Study Recommendations

- Create robust set of standards that do not ignore either of the national documents, but aligns with them as appropriate within the context of Massachusetts.
- Addition of indicators to the preschool and kindergarten standards to fully address Social and Emotional Development, Approaches Toward Play and Learning, the Cognitive Processes, and English Language Acquisition.
- Adjust some of the indicators to make the progression of difficulty between the preschool and kindergarten standards more consistent.

#### **English Language Development Standards** (project # 6.4)

In addition to the MA Alignment Study described above, EEC is developing **English Language Development Standards** (project # 6.4) for children 2.5 to 5.5 years old. This work is designed to align with the recently adopted use of the K to 12 assessment of English Language Development by the Department of Elementary and Secondary Education. Through an interactive process to be conducted both in-person, through webinars and conference calls, Massachusetts early education leaders will create a feedback loop on the current draft standards, specifically on the Model Performance Indicators (MPIs), resource development, and resource dissemination. As part of this work, EEC will consider recommendations on methods to train and develop educators on using the standards within their classrooms.

In December 2012, EEC conducted an all day working session with over 40 participants from public

schools, higher education, Department of Elementary and Secondary Education, Head Start programs and center based programs on the draft Early Language Learning Standards. The framework of the standards was presented including how the standards fit in the areas of social emotional and physical development and cover the domains of early literacy, math, social studies and science. The standards address both receptive and productive language.

### **Preschool Science, Technology, and Engineering (STE) Learning Standards and Guidelines**

EEC is working to develop Preschool Science, Technology, and Engineering\*(STE) Learning Standards and Guidelines to inform the development of STEM curricula in early education programs for preschool children from 2 years and 9 months through 5 years old. The standards and guidelines will be developmentally appropriate for children in this age range and will connect to the Science and Technology/Engineering Standards for preschool through grade 2 being developed by the Department of Elementary and Secondary Education (ESE). Furthermore, these standards and guidelines will align with EEC's existing regulations, early learning standards and guidelines, as well as the Head Start outcomes frameworks. \*(Preschool mathematics standards are already developed as a part of the Massachusetts Curriculum Frameworks, therefore, are not included in this project.)

STE learning guidelines and standards which were presented at the Pre-STEM and STEM meetings on in October 2012. The 2012 statewide STEM Summit was held on October 18, 2012 where EEC hosted its own strand on early education for the second year in a row. The sessions provided concrete examples of how to engage children in STEM related activities, recognize the integration of STEM and other domains, and keep the curiosity building in children. More than 100 participants attended the STEM Summit.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The state is on target to meet goals by the end of the grant period.

### **Comprehensive Assessment Systems**

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- X Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- X Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- X Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- X Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made, where applicable.

The state has created a system, the **Massachusetts Early Learning and Development (MELD) Assessment system** (project #3), to measure child growth and development from birth to third grade. A key standard in the QRIS system is the ability to provide screening and measure through evidence based formative assessment tools the growth and development of children across multiple domains.

Since 2007, EEC has encouraged programs to use evidence based formative assessment. This standard of practice is included in QRIS. Early learning programs use evidence based formative assessment in programs for three core reasons. First, formative assessment provides information for educators to enhance individualize teaching and learning for children. Second, educators can use the information to support parents to first understand growth and development and then provide additional opportunities for growth. Finally, programs can use the information from the assessments to guide individual educator development or program wide development to improve the growth trajectory for children. We have primarily focused on preschool children and kindergarten.

In collaboration with the Department of Elementary and Secondary Education, EEC is implementing the **Massachusetts Kindergarten Entry Assessment (MKEA)** system, which will support school districts in using formative assessment tools that measure growth and learning across all domains during the child's kindergarten year. As part of the MKEA initiative, school districts will choose one formative assessment tool that is evidence based and aligned with the *Massachusetts Curriculum Frameworks*. EEC has identified *Teaching Strategies-GOLD* and the *Work Sampling System* as the assessment tools from which districts will select.

The first year of this project established a cohort of 20 school districts to pilot the use of evidence based formative assessment with children entering kindergarten. The formative assessments used in the pilot are ones that are currently used by the educators in public and private settings who have Universal Pre-kindergarten (UPK) Programs and receive UPK grant funding. RTT-ELC and state funds were used to provide the 20 school districts with funding for supplies, stipends/substitute teacher and costs to attend professional development, to purchase the individual child assessment licenses and to provide the professional development for the school districts.

During implementation for the 2012/2013 school year, 809 teachers and administrators were trained in the formative assessment tools. 399 teachers and administrators have received Teaching Strategies Gold training and 410 have received training in Work Sampling. Data collected by the school districts is available to EEC. In September 2012, the Commissioners of EEC and ESE sent superintendents of school districts receiving Quality Full-Day Kindergarten grants a letter inviting the district to participate in MKEA as part of Cohort 2. School districts received the Teaching Strategies GOLD and Work Sampling assessment toolkits.

The **Agas and Stages Questionnaire (ASQ) and Agas and Stages Questionnaire-Social Emotional (ASQ-SE)** (project #3.1 and 3.5) has been selected as an screening tool for parents to learn more about their child's development and to help them understand that they are their child's first teacher. Given that Massachusetts is an affiliated site of Help Me Grow (a national program that connects parents, pediatricians, and child care providers), EEC has distributed the ASQ and ASQ-SE toolkits to community agencies that provide informal supports to families for early childhood development. These community agencies are a part of EEC's network of Coordinated Family and Community Engagement (CFCE) 99 grantees that work within local organization to provide services to children and their families in various capacities. Training was provided to CFCE grantees to learn how to use ASQ and ASQ-SE. In collaboration with the MA Department of Housing and Community Development (DHCD), EEC is also

in the process of distributing the ASQ/ASQ-SE toolkits to staff at homeless shelters and other non-profit service providers that work homeless children. EEC and DHCD will educate this staff audience on the impact of homeless on child development.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

## Health Promotion

The State has made progress in (check all that apply):

- X Establishing a progression of standards for ensuring children's health and safety;
- X Ensuring that health and behavioral screening and follow-up occur; and
- X Promoting children's physical, social, and emotional development across the levels of your T QRIS Program Standards;
- X Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- X Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- X Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made, where applicable.

EEC and the **Department of Public Health (DPH)** have leveraged two funding sources the **Maternal, Infant and Early Childhood Home Visiting (MIECHV)** program and RTT-ELC grant to strengthen the state's early childhood system of care and improve child outcomes through the Massachusetts Home Visiting Initiative (MHVI). MHVI has prioritized 17 communities across the state given the high needs populations that exist in these cities and towns. These communities include Boston, Brockton, Chelsea, Everett, Revere, Lynn, Lawrence, Lowell, Fall River, New Bedford, Worcester, Southbridge, Springfield, Holyoke, Pittsfield and North Adams. This collaboration between EEC and DPH will lead to the development of universal home visiting to all families of newborns in the state's highest need communities. EEC has adopted these communities as priorities for alignment of the early childhood system. Additional tools and practices within QRIS and also being integrated in the Homevisiting work.

In addition to MHVI, EEC collaborates with DPH to hire registered nurses in the role of **QRIS Health Advisors** (project #2.4) to conduct health consultation visits at early education and care programs to meet the state's QRIS standard 2 (safe, healthy indoor and outdoor environments). They will review records, support programs in updating health care policies and practices, identify program issues, and assist programs to comply with health and safety requirements. The QRIS Health Advisors will also help programs to connect with local health care services and other resources for children and families. The QRIS Health Advisors will be supervised by the Early Childhood Health Specialist at DPH. This Early Childhood Health Specialist will begin on March 4, 2013 and will provide clinical supervision to the QRIS Health Advisors, develop protocols for conducting health consultations, and offer leadership in embedding health guidance and support across multiple programmatic systems.



DPH has also subcontracted with six Regional Consultation Programs (RCPs) to hire part time nurses, working 8-10 hours per week, to provide training on medication administration for children with complex chronic illnesses. These nurses use a curriculum, Medication Administration in Child Care (MACC), developed by the in partnership with DPH and EEC to help programs meet new 2010 EEC regulations on medication administration training. The six RCP nurses were hired between September and December, were trained in the MACC modules, and began doing outreach, including partnering with the EEC Regional Offices to determine programs in need of this training. Outreach success has varied across regions, but in several regions, the demand for training has been high, with 14 trainings to 162 providers having been delivered through December 2012. In one region, the need for training in Spanish for Family Child Care providers has led to a promising partnership with Boston Healthy Homes for Family Child Care Providers to merge the asthma medication administration module with training on healthy homes to reduce asthma triggers.

The Mass Children at Play project to promote physical activity and prevent obesity has made progress on developing guidelines for child care based on the MA School Nutrition Standards for Competitive Foods and Beverages and promoting the First Lady's Let's Move Child Care initiative to all MA child care/family child care centers via email and mass mailings. In addition, the team has finalized and piloted a MCAP toolkit to support mentors in replicating the model, and trained Lead Mentors who will help facilitate the training for the next cohort of 40 mentors to be training on April 18-19, 2013.

EEC, in partnership with the **Department of Mental Health (DMH)** and the Department of Public Health (DPH), has been working to strengthen the comprehensive statewide system of mental health supports for children and families that are available throughout the Commonwealth. To further address the mental and behavioral health needs of children (birth to eight years old) and their families, EEC DMH, and DPH have been engaged in collaborative efforts to:

- build capacity and awareness of the mental health and behavioral health care needs of very young children to broaden the network of mental health professionals trained to support the needs of children (birth to eight years old) and their families;
- enhance the alignment and linkages with the early childhood mental health and health care systems, including the Children's Behavioral Health Initiative, the Massachusetts Child Psychiatry Access Project, and pediatricians across the Commonwealth
- further the integration of the mental health consultation services as a necessary component in community-based systems of health and mental health care services
- improve information dissemination on early childhood mental health services, supports and resources, available to children and families statewide, in coordination with MASS 211 to provide a comprehensive statewide resource that is available 24/7; and
- increase family support opportunities that are attentive to the needs of culturally and linguistically diverse populations to improve service delivery models for families with children (Birth to eight years old), who are at-risk for or have mental health disorders and behavioral health issues.

In FY2012, EEC procured with CCDBG funds, early childhood mental health consultation, awarding \$1.25M in funds to six regional grantees covering the entire Commonwealth. For FY13, the six regional mental health consultation grantees will be re bid to refine the system. Programs serving high needs children and those funded through CCDBG continued to be prioritize with regard to access to consultation services.

Where progress has not been made, please describe the State’s strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

There have been challenges in hiring the nursing positions, trying to find candidates who bring both pediatric and community based experience, as well as comfort with an advisory role for child care programs. At the end of calendar year 2012, only one QRIS Health Advisor was hired in the Worcester office, but the Health Specialist and one additional QRIS position had to be reposted. Those two positions will start on March 4<sup>th</sup>. Two additional QRIS Health Advisors positions for the regional offices of Lawrence and Springfield were posted later in order to assess demand for QRIS Health Advisor services. DPH has made additional efforts to recruit and hire qualified candidates for these positions and expects to fill these positions by April 2013. DPH has also hired an interim nurse consultant to help develop protocols, procedures, and data collection tools for the QRIS Health Advisors.

**Performance Measure (C)(3)(d)**

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State’s application unless a change has been approved.

<b>Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</b>					
	<i>Baseline and annual targets</i>				
	<b>Baseline (from application)</b>	<b>2012 (Target)  Actual</b>	<b>2013 (Target)  Actual</b>	<b>2014 (Target)  Actual</b>	<b>2015 (Target)  Actual</b>
<b>Number of Children with High Needs screened</b>	N/A	N/A	N/A	N/A	N/A
<b>Number of Children with High Needs referred for services who received follow-up/treatment</b>	N/A	N/A	N/A	N/A	N/A
<b>Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care</b>	N/A	N/A	N/A	N/A	N/A
<b>Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care</b>	N/A	N/A	N/A	N/A	N/A
<i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the</i>					

**Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.**

	<i>Baseline and annual targets</i>				
	<b>Baseline (from application)</b>	<b>2012 (Target)</b>	<b>2013 (Target)</b>	<b>2014 (Target)</b>	<b>2015 (Target)</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
<i>data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i>					

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

Not Applicable

### Engaging and Supporting Families

The State has made progress in (check all that apply):

- X Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- X Including information on activities that enhance the capacity of families to support their children’s education and development;
- X Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- X Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made, where applicable.

Massachusetts recognizes that parents are a child’s first teacher and places strong emphasis on a comprehensive approach to bolster parents and communities as they address children’s health, learning, emotional and developmental needs. EEC’s **Coordinated Family and Community Engagement (CFCE)** grant (funded by CCDF) is the key mechanism for systematically incorporating family and community engagement into the state’s Early Learning Plan. EEC’s family and community engagement priorities are to ensure equitable and effective implementation of the family engagement and strengthening families strategy across the state to support child development; as well as link our statewide network of family engagement and community supports to evidence-based practices for literacy and universal child screening while expanding the availability of culturally and linguistically appropriate resources to families. Below are highlights of deliverables provided by the CFCE networks in calendar year 2012:

- Referrals - Number of Families 114,393
- Referrals - Number of Children these families represent 151,564
- Enhanced Referrals - Number of Children these referrals represent 27,338
- Parent Education Opportunities - Number of Children represented by participants 69,120
- Family Literacy Opportunities - Number of Children represented by participants 111,479

- Received Information about Kindergarten Registration - Number of children these families represented 119,064
- Non-Kindergarten Transition Supports - Number of children these families represented 98,525
- Parent/Child Playgroups - Number of children 107,766
- Number of Programs that received referrals to comprehensive services 20,074

In 2012, EEC issued grants to CFCE grantees to provide evidence based early and family literacy (project # 4.5) . A total of \$400,000 was awarded to 24 CFCE grantees to serve over 8,000 children from 338 towns and cities across the state.

EEC also partners with the **Children's Trust Fund** regarding the Strengthening Families Framework in support of family engagement across multiple program types , state agencies and within community based Family Centers.

Given that CFCE grantees directly service children and their families, EEC offers a variety of professional development opportunities to support best practices in family and community engagement. In 2012, EEC provided the following opportunities to the 99 CFCE grantees across the state:

#### Child Focused Opportunities

- **Ages and Stages Questionnaire (ASQ) Screening** (project #3.1 and 3.5)—all CFCE grantees have been trained in the use of the Ages and Stages Questionnaire in order to help parents to understand the science and the domains of development and to link families to community opportunities to support their children's needs.
- **Brazelton Touchpoints** (project #4.5)—the Touchpoints model provides a common language of child behavior and development that enables families, the community and care providers to work more effectively together for the benefit of children. This model also reinforces parents' roles as the first teacher of their children.
- **Read and Rise** (project #4.2)—a six session family-focused program centered on the components of literacy development in children. Model includes research, resources and activities to engage families in how best to support literacy development at home. (85 CFCE representatives were trained)

#### Parent Focused Opportunities

- **Recognizing the Signs of Post Partum Depression**—offered an overview of post-partum mood disorders, with a review of signs, symptoms, risks, protective factors and effects on young children's behavior and development. Training included concrete information, strategies and tools for supporting a family through this experience. (40 CFCE and MASS211 representatives participated)
- **Financial Literacy Training** (project #4.1)—provides resources and guidance on specific financial issues and problems. It was designed as a toolkit, to be used with families on a one-on-one basis, in small groups or in a classroom setting. Training is available in person and online. (96 out of 99 CFCE grantees participated in statewide trainings, with 96 community partners)

With a focus on reaching families of children with high needs, EEC is taking a variety of approaches to form strong partnerships with families. Below describes our progress in this area.

### **Museums and Libraries Partnership for Parent, Family and Community Engagement** (project # 4.4)

In partnership with EEC, Boston Children's Museum (BCM) engaged in a statewide strategy that will provide a shared framework and set of resources that will increase the capacity of museums and libraries to support the optimal development of all children through intentional family engagement activities and early learning opportunities. The partnership is focus on four areas in supporting family and community engagement in child development:

1. Early literacy
2. School readiness including preparation for Kindergarten
3. Interest and awareness of STEM (Science, Technology, Engineering and Math)
4. Public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative.

Through this collaboration, EEC will strengthen existing relationships and further integrate an evidence based framework for early childhood programming and family engagement into Massachusetts children's museums and libraries. The activities of this project will build on the strengths of existing programming while establishing robust linkages between these informal settings and EEC's Coordinated Family and Community Engagement grant programs on behalf of children and families.

In summer 2012, BCM hosted a statewide meeting of EEC's Coordinated Family and Community Engagement (CFCE) grantees to broaden grantees' thinking of ways to include museum and library visits and resources in their work. BCM distributed 100 Countdown to Kindergarten "Pop-up Classroom" and Event Kit as well as STEM kits, to museums and libraries. Grantees were given an assignment to "play" in the Museum, staying focused on school readiness and STEM activities. Many comments reflected positively on the opportunity to "see what family engagement really looks like" in those exhibits. The grantees were asked to return to their home communities and conduct outreach to museums and libraries with whom they are not already connected. Also in summer 2012, the Museums and Library representatives were invited to participate in BCM's 13<sup>th</sup> Annual Countdown to Kindergarten Celebration in August. About a dozen participants including CFCE's, Head Start, the Ecotarium in Worcester, Commissioner Killins and the EEC Family and Community Coordination Specialists joined in a pre-event meeting for historical overview (BCM and Boston Public Schools) and a discussion of the how other communities could replicate the Boston effort.

In fall 2012, BCM held two STEM trainings using their STEM Sprouts Kits. Participants, which included regional museums, libraries and CFCE grantees as well as other community organizations, had the opportunity to learn about creative ways to incorporate STEM learning activities to their existing programs.

### **Financial Literacy Education** (project # 4.1)

With the understanding that children grow up in the context of families, Massachusetts is committed to strengthening the overall well being of families to ensure positive child outcomes. One of our strategies for doing this is through our Financial Literacy Education project. By leveraging state and federal funds, EEC established the Financial Literacy Education project, in collaboration with the Head Start State Collaboration Office (HSSCO), to increase the capacity of early education and care providers to support families to achieve long-term economic stability. Staff from Head Start, Early Head Start, community action organizations, family child care and center based providers have participated in the financial literacy seminars.

EEC has partnered with a Community Action Program to develop an online version of the financial literacy education seminar for distribution to a wider public audience. The financial literacy online course contains six models: 1) talking with clients about money values, attitudes, and emotions; 2) budgeting and setting financial goals; 3) improving credit scores & reports, handling debt & bankruptcy; 4) accessing and using financial products and services in your local community; 5) accessing and using public benefits; and 6) teaching young children basic money concepts. In addition to developing the online course, train the trainer sessions for EEC's Coordinated Family and Community Engagement (CFCE) grantees were provided across the state. In 2012, five trainings with a total of 192 participants were conducted in metro Boston, central MA, western MA, northeast MA and southeast MA (including Cape Cod).

### **WGBH Media-Based Literacy Support for Families and Educators (project #12)**

As EEC's media partner, WGBH will employ a series of research-based digital strategies to enhance ongoing efforts to build an effective early childhood education workforce and family support system in the Commonwealth. WGBH is developing a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children, and to support and engage parents in their role as their child's first teacher. The centerpiece of this work is the production of a "digital hub", a free, online platform that will feature a centralized library of these resources, direct links to related materials, and customized pathways to guide teachers, parents and other care providers through the site.

Progress has been made since the project began in late summer 2012. In fall 2012, WGBH hosted an advisory board meeting of parents and early educators to conceptualize the curricular units for instruction with 3-5 year olds. Drafts for the curriculum units and professional development modules were completed in winter 2012. Curriculum units will be finalized spring/early summer 2013, along with materials for parents. WGBH has begun producing professional development and parent training videos featuring children, teachers and parents from the state's QRIS rated programs. In collaboration with the Boston Children's Museum, WGBH will do joint trainings for EEC's Coordinate Family and Community Engagement grantees on the curriculum and media resources for parents and adult care givers in spring and summer 2013. The curriculum units, professional development videos and parent materials will be placed on the digital hub which is schedule to go live in spring 2013.

### **Infant/Toddler Guidelines and Guidelines for Preschool Early Learning Experiences (project #6.4)**

In an effort to spread knowledge about child development across diverse audiences, EEC has translated the Infant/Toddler Guidelines and Guidelines for Preschool Early Learning into six languages: Spanish, Portuguese, Chinese, Haitian Creole, Khmer and English. These brochures have been distributed to early education and care providers across the state.

### **Brain Building in Progress (project #11.1)**

In 2010, using funding from ARRA, EEC hired the United Way of Massachusetts Bay and Merrimack Valley to assist with creating an overarching statewide communication infrastructure and message to specifically raise public awareness and understanding regarding the importance of quality early education and care experiences during children's earliest years. In August 2011, Brain Building in Progress, a public-private early childhood education communications initiative developed by EEC and United Way,

was launched to raise the public's awareness of the importance of early years to the development of young children. Brain Building in Progress highlights the need to provide the Commonwealth's youngest residents with high quality and enriching experiences to ensure healthy brain development.

In 2012, United Way and EEC hosted a series of stakeholder meetings and focus groups (including the Action Planning Team of 100 diverse individuals from across the state) to discuss Phase 1 of the communications campaign. Phase 1 consists of research-based messaging that explains how young brains are built, the importance of brain building and why investing in it is key to future prosperity for everyone in Massachusetts. The public awareness campaign messages include:

- Be a Brain Builder! Whenever you see children interacting and learning in quality environments, what you're really seeing is Brain Building in Progress. These early experiences create the foundation for a lifetime of learning, achievement and productive, responsible citizenship. By investing in the success of our youngest citizens, we're ensuring a more prosperous future for everyone in Massachusetts. Whether you're a parent, educator, business leader or legislator, all of us have a stake in supporting Brain Building in Progress. Here are five ways that you can be a Brain Builder:
- Make Any Moment A Brain Building Moment. Take a moment in a busy world to engage and interact with a child. Children's brains are built through back-and-forth interactions and meaningful conversations with caring adults. Create lasting connections that build a child's brain!
- Look for Brain Building Zones. Physical environments provide a framework for children's learning and development. Seek out and support the rich network of children's museums, libraries and community centers existing throughout the Commonwealth. While Brain Building can happen anywhere, these especially stimulating environments play a critical role.
- The more we know, the more we'll help children grow. A knowledgeable community and well-qualified education workforce give children the support they need to succeed in school and life. The more that everyone understands the importance of brain building, the more prosperous Massachusetts' future will be.
- Make the Connections that Build Young Brains. Brain building is a community-wide commitment with a network of supports. Connect with your local resource centers, Coordinated Family and Community Engagement, go to [brainbuildinginprogress.org](http://brainbuildinginprogress.org) or call 2-1-1 to learn more about resources in your area.
- Lead So That Young Children Succeed. Effective leaders are needed to champion brain building. Show your commitment by sharing Brain Building information among your networks, taking leadership within your child care program, signing the Brain Building Pledge or advocating for investments that focus on young children. With so much at stake, now's the time to take action.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The state is on target to meet goals by the end of the grant period.

## Early Childhood Education Workforce

### Workforce Knowledge and Competency Framework and progression of credentials.

The State has made progress in developing (check all that apply):

- X A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- X A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made, where applicable.

The state's workforce knowledge and competency framework includes: 1) Understanding the growth and development of children and youth; 2) Guiding and interacting with children and youth; 3) Partnering with families and communities; 4) Health, safety, and nutrition; 5) Learning environments and implementing curriculum; 6) Observation, assessment, and documentation; 7) Program planning and development; 8) Professionalism and leadership.

The state has made investments in infrastructure to ensure that the early education workforce is working from a common workforce knowledge and competency framework. This statewide infrastructure includes:

- Educator and Provider Support (EPS) grantees (including the Readiness Centers)

As a complement to the EPS and Readiness Centers infrastructure, EEC has invested in the following activities to promote a common workforce knowledge and competency framework for children's learning and development:

- Validation of Educator Competencies
- Peer and Coaching
- Business Planning
- QRIS courses
- Screening and Assessment

At the individual educator level, the state has implemented the following activities to ensure that early educators are achieving a progression of credentials and degrees that are aligned with common workforce knowledge and competency framework:

- Higher Education for English Language Learners
- Early Childhood Educator Scholarships
- Post Master's Certificate Program
- Early Educators Fellowship Institute

The section below describes the state's infrastructure for a common workforce knowledge and competency framework, complements to that infrastructure and activities for individuals to achieve higher credentials and degrees.

### **Common Workforce Knowledge and Competency Framework Infrastructure**



Built on funding from the CCDF block grant, the five **Educator and Provider Support (EPS)** grant recipients are the main infrastructure that the state uses to expand access to professional development opportunities. The EPS grantees are responsible for supporting educators and providers to:

- Increase competency and earn a degree, certificate, or credential in early childhood education or a related field.
- Access to the resources and supports (coaching and mentoring) to set and achieve professional and academic goals.
- Receive supports and resources to achieve and maintain accreditation.
- Receive support to achieve upward movement on EEC's Quality Rating and Improvement System (QRIS).

The grant focuses on three areas of engagement: educator and provider planning, competency development, and coaching and mentoring. Grantees are required to provide opportunities and support services to all educators and providers working in the mixed delivery system including educators in family child care, center-based, and school age programs. Professional development provided through the grant must include opportunities for educators at all levels, developmental coursework through master's degree level courses. Professional development opportunities provided through the EPS grant must result in at least 0.5 continuing education units (CEUs) or 1 college credit. Opportunities must align with EEC Regulations, Preschool Guidelines, QRIS, and/or Infant and Toddler Guidelines. Grantees must identify the EEC Core Competency Area(s) addressed, appropriate age group, and focus area for each opportunity. Grantees provide this information through an annual professional development course catalogue. From July 2012 to December 2012, there were 154 courses that 1,777 educators completed.

There are 5 EPS grantees that operate at a regional level serving as professional development hubs. The EPS grantees are required to function as a partnership. Although the grantees are regional based, the members of their partnerships represent local, regional, and statewide needs of educators and providers in public and private programs. The EPS grantees work in collaboration with other EEC grantees including Readiness Center and Coordinated Family, Community Engagement, and Child Care Resource and Referral grantees.

**FY2013 EPS Grantees Lead Partners**

<u>Region</u>	<u>Lead Agent</u>
1: Western MA	Preschool Enrichment Team, Inc
2: Central MA	Family Services Organization of Worcester
3: Northeast MA	North Shore Community College
5: Southeast MA, Cape Cod and Islands	Community Action Committee of Cape Cod and Islands, Inc
6: Metro Boston	Action for Boston Community Development, Inc

### **Readiness Centers (project #5.2)**

Readiness Centers were established in 2009 as part of Massachusetts' Governor Deval Patrick's Education Action Agenda. The focus of Readiness Centers is to improve the quality of teaching both across the education continuum and across Massachusetts, birth – 20 years of age. The overall core functions of the Readiness Centers are to provide high quality professional development to educators across the education continuum and to convene stakeholders from all sectors to collaborate and address key education priorities. EEC has allocated RTT-ELC funding to the Readiness Centers to provide intentional professional development opportunities (with continuing education or college credits) to early education providers across Massachusetts. EEC awarded grants to the six Readiness Centers to focus on academic advising and career counseling, professional development related to the Massachusetts Quality Rating and Improvement System (QRIS), data analysis, and services related to the Massachusetts Kindergarten Entry Assessment (KEA).

### **Complements to the Common Workforce Knowledge and Competency Framework Infrastructure**

#### **Validation of Workforce Competencies (project #8)**

EEC is working to validate educator competencies in social emotional development, literacy, and numeracy as well as evaluate the use of digital techniques in the classroom to follow this preliminary work. This project includes validating the factors inherent in educator competency based on analysis of effective classroom practice with children birth to age 5 as defined by their achievement of desired outcomes in three key areas, social emotional development, literacy, and numeracy, and to analyze the effectiveness of using research-based digital strategies to enhance the abilities of educators and parents to support children's healthy growth and development in the areas outlined above. The study seeks to answer the following research questions:

- What are the characteristics of individuals who have enrolled in the Professional Qualifications Registry?
- What are the characteristics of professional development courses offered to early educators?
- What are the professional development experiences of individual educators attended?
- What are the core competencies that are targeted in these professional development experiences?
- Are the three content areas (social-emotional development, literacy and numeracy) included in the professional development experiences of educators?
- How are professional development experiences, with respect to taking college versus CEU coursework and in relation to the core competencies and content areas covered, being distributed across early childhood programs?

The sample for the pilot includes 80 Family Child Care, Center Based, and Out of School programs. "Wave 1" data collection will start in late February and continue through May. The analysis and reporting will occur by November 2013. The tools that will be used may include the CLASS, ELLCO, COEMET, ASQ:SE, CDI, teacher and site surveys, and a parent engagement measure. EEC will confirm that the tools can also be used in family child care programs.

#### **Peer Assistance and Coaching (PAC) (project #8.7)**

EEC has begun embarking on a Peer Assistance and Coaching (PAC) project, with a particular focus on the peer coaching model. Peer coaching combines the promise of coaching as an effective strategy and

the reality that the existing early childhood teachers and directors may be well-equipped to support one another's practices. Research has shown the importance of teacher or caregiver-child interactions that are emotionally supportive, responsive to children's individual and developmental needs, and rich in their provision of support for children's exploration and understanding of new concepts. This initiative aims to promote career advancement, professionalization and accessible professional development opportunities in the field of early education, and is intended to improve the education and training of both the coach and the peer. The PAC will promote effective practice and alignment with EEC's workforce core competencies, increase workforce retention, and strengthen adult-child interactions, especially among high needs children. In July 2012, EEC began design on the PAC model for the pilot.

The three goals for the PAC project: to increase application of learning to practice, to result in a targeted approach to mentoring/consultant teaching that targets the triad of an instructional leader, consulting teacher, and mentee working together, and to address the needs of a diverse population. The PAC Advisory Panel reviewed and commented on selection criteria for the Consultant Teachers (CTs) and the Mentees, as well as the PAC Model overview. The panel also looked at each of the aspects for use in the various setting types; family child care, center-based and school-based and afterschool and out-of-school time settings. Suggestions by the panel have been incorporated into the PAC Model and selection criteria and are currently under final approval. Massachusetts PAC will also include use of the Classroom Assessment Scoring System (CLASS) to determine the area of coaching and mentoring needed and to support teachers' unique professional development needs.

#### **Business Planning for Early Educators (project #2.8)**

In June 2012, EEC began the work to design a course on business planning for early education and care programs. The course is meant to assist educators in both family child care and center-based settings with implementing sound business practices that will result in higher scores on the Program Administration Scale (PAS), Business Administration Scale (BAS) and APT to meet higher level criteria on the QRIS to demonstrate improved program quality. All programs participating in QRIS are required to use QRIS measurement tools as part of their QRIS self-assessment process. Once developed, this course will be available both on-line and face-to-face in English, Spanish and Portuguese.

#### **QRIS Courses**

EEC developed an online **fundamentals course on QRIS** in multiple languages (English, Spanish, Haitian Creole, Chinese, Khmer and Portuguese) for providers. This course is designed to provide early education and out of school time educators with an introduction to the Massachusetts QRIS so that they become familiar with it and participate in QRIS. The first two-hour module of the course introduces the QRIS and explores the current science of brain development. The next four modules introduce the five categories of the QRIS Standards and the tools that measure process and structural quality indicators. The final module covers how to apply this knowledge to an early education or out of school time program to identify areas for program improvement. Over 1,500 educators have accessed the course since the launch.

In addition to the fundamentals course, EEC has begun to develop **QRIS Technical Assistance Courses**. The modules will provide in-depth knowledge and strategies on QRIS content areas and standards and be easily accessible to professionals currently working in the field. These modules will also be translated to Spanish.

#### **Activities for Individuals to Achieve Higher Credentials and Degrees**

**Higher Education for English Language Learners (project # 8.5)**

EEC has developed program for educators who are English language learners (ELL) to access higher education while providing the immediate content needed to improve practice with children birth to age 5, who are engaged in formal early education and care. Specifically, this funding will target family child care providers, paraprofessionals in public and private programs whose primary language is not English, with the goal of equipping them to effectively assist dual language learners by achieving higher academic coursework and credentials themselves. The first cohort will be Spanish-Speaking Family Child Care providers. EEC is in the process of recruiting the second cohort of Family Child Care providers. Classes will occur on Saturdays in January 2013.

**Early Childhood Educators Scholarship (project #2.3)**

In collaboration with the Department of Higher Education’s Office of Student Financial Assistance (OSFA), EEC supports an annual scholarship to early education and out of school time providers working in an EEC licensed or license-exempt program that are also earning an associate’s or bachelor’s degree in early childhood education or a related field at a Massachusetts college or university. Since its inception in 2006, the demand for the Early Childhood Educators (ECE) Scholarship has grown each year. In fiscal year 2012, the scholarship was supported with approximately \$3.2M in state funds. In March 2012, EEC learned through OSFA that there would be insufficient funds to support recipients’ full spring 2012 or any summer scholarships. Scholarship recipients are eligible to apply for a maximum of nine credits per semester. For spring 2012 all awards were reduced to 6 credits. With funds from the RTT-ELC grant, EEC was able to honor recipients the full spring semester the remaining 3 credits, and 3 credits for the summer 2012 semester for individuals who were currently working in a program that was participating in Massachusetts’ Quality Rating and Improvement System (QRIS) or were willing to participate. EEC allocated \$1M of RTT-ELC funds, in addition to more than \$3.2M in state funding to support the spring and summer 2012 semesters.

Scholarship recipients who were awarded additional funding through the RTT-ELC grant were required to be working in a program that was currently participating in or willing to participate in the QRIS system by a specified date. EEC will work with OSFA to expend the remaining allocation to support spring 2013 scholarships for ECE Scholarship recipients currently working in an EEC licensed or license-exempt program participating in QRIS.

More than 2,300 educators applied for the 2012-2013 ECE Scholarship. EEC received 1,569 applications from the Office of Student Financial Assistance (OSFA). OSFA approves applications first and then submits those that are approved to EEC for work verification. EEC approved 97% of scholarship applicants. The demand for the ECE Scholarship has grown with each year. In FY2012 EEC utilized \$1M from RTT-ELC to support a deficiency in scholarship funds for the Spring and Summer 2012 semesters.

Data on state funded ECE Scholarships:

<b>Fiscal Year</b>	<b>Appropriation</b>	<b>ECE Scholarship Applicants</b>	<b>MA IHEs</b>
FY13	\$3.2M	1,190 applicants approved by EEC	33% attending public institution 63% attending private institution 4% institution not indicated on EEC file
FY12	\$3.2M	1,004 applicants approved by EEC	59% attending public institution

			41% attending private institution
FY11	\$3.2M	860 applicants approved by EEC	59% attending public institution 41% attending private institution
FY10	\$3.2M	857 applicants approved by EEC	58% attending public institution 42% attending private institution
FY09	\$4M	1018 applicants approved by EEC 907 scholarship recipients	57% attending public institution 43% attending private institution
FY08	\$4M	980 applicants approved by EEC 814 scholarship recipients	54% attending public institution 46% attending private institution
FY07	\$4M	743 applicants approved by EEC 671 scholarship recipients	55% attending public institution 45% attending private institution
FY06	\$1M	614 applicants approved by EEC 372 scholarship recipients	59% attending public institution 41% attending private institution

Data on RTT-ELC funded ECE Scholarships:

<b>Spring 2012</b>	<b>Summer 2012</b>
308 educators had their spring 2012 awards reduced, 164 of those educators were already working in a program participating in QRIS.	621 educators had initially applied for summer 2012 scholarship funds.
147 educators completed the online application for additional funding for spring 2012.	128 educators met the eligibility requirements for RTT-ELC summer funds.
141 of the 308 educators met the eligibility requirements for RTT-ELC spring funds.	

**Post Master’s Certificate in Early Education Research, Policy, and Leadership** (project #8.6)

In spring 2012, EEC partnered with a public research university to develop a Post Master’s Certificate in Early Education Research, Policy and Leadership (PMC) to launch a new generation of early childhood leaders in Massachusetts. The purpose of the PMC is to improve the knowledge, skills, and abilities of early childhood educators from public and private programs, specifically in the areas of data, research, policy, and leadership. The courses will provide advanced study in early education research methods, policy, leadership, organizational change, and the science of child development and early learning. The intention of the PMC is to provide early childhood educators with Master’s degrees currently working in EEC licensed or license-exempt programs with the means to further their own knowledge, skills, and abilities while working to inform policy at the local, regional, and state level. The coursework designed for the PMC is in alignment with EEC’s Core Competency Areas, QRIS Standards, the National Association for the Education of Young Children (NAEYC) Advanced Standards (AS) within NAEYC’s Six Professional Preparation Standards, and Division of Early Childhood Advanced Personnel Preparation Standards.

PMC is comprised of four courses: 1) Leadership and Change, 2) Advanced Child Development and Early Learning, 3) Early Childhood Policy, and 4) Translating Research into Practice. This program will be delivered to three cohorts of 15 early educators from across the state between 2012 and 2015. Participants will be provided funding to cover the full cost of student tuition and fees, books, and a stipend. In addition, educators will be offered a wide range of support services, including the

development of an individualized professional development plan, academic and career advising, mentoring, and individualized tutoring and academic supports. Top early education leaders locally and nationally will work together with the educators in the post master’s certificate program to foster a powerful leadership network of connected research, policy and practice leaders in the field. The 12 credits are fully transferable and will articulate into doctoral and advanced graduate (CAGS, EdS) programs across the state. Four partnerships have been initiated public and private Institutions of Higher Education across the state. The goal is to create a model that can be easily replicated in order to cultivate a new generation of leaders who will create centers of excellence in early education and care programs across Massachusetts, ultimately promoting positive outcomes for children and families. The PMC will include 3 cohorts of educators (15 educators each) supported in full by EEC. One hundred and thirty-four educators started the application process of those that applied 50 applications were able to be removed and included for selection of 15 educators for the first cohort. Eligible applicants have the ability to apply for future EEC funded cohorts. In the selection process of the 15 candidates for Cohort 1 EEC made concerted efforts to balance the participants by region, setting type, and ethnicity.

<b>Applicants By EEC Region</b>	<b>Cohort 1: Eligible Applicants</b>		<b>Cohort 1: Selected Applicants</b>	
	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Region 1	7	14%	4	27%
Region 2	11	22%	3	20%
Region 3	4	8%	1	7%
Region 5	9	18%	3	20%
Region 6	19	38%	4	27%
<b>Total</b>	<b>50</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

<b>By Gender</b>	<b>Cohort 1: Eligible Applicants</b>		<b>Cohort 1: Selected Applicants</b>	
	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Female	48	96%	14	93%
Male	2	4%	1	7%
<b>Total</b>	<b>50</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

<b>By Race</b>	<b>Cohort 1: Eligible Applicants</b>		<b>Cohort 1: Selected Applicants</b>	
	# of Applicants	% of Applicants	# of Applicants	% of Applicants
Asian or Pacific Islander	1	2%	1	7%
Black (Not of Hispanic Origin)	7	14%	3	20%
Hispanic	2	4%	2	13%
Multi-racial/multi-ethnic	1	2%	0	0%
Not Provided	8	16%	2	13%
White (Not of Hispanic Origin)	31	62%	7	47%
<b>Total</b>	<b>50</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

<b>By Program Type</b>	<b>Cohort 1: Eligible Applicants</b>		<b>Cohort 1: Selected Applicants</b>	
	# of Applicants	% of Applicants	# of Applicants	% of Applicants
After School	2	4%	1	7%
Early Intervention	3	6%	1	7%
Family Child Care	5	10%	2	13%
Group Child Care	27	54%	6	40%
Head Start	3	6%	2	13%
Public School	10	20%	3	20%
<b>Total</b>	<b>50</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

Massachusetts has engaged postsecondary institutions and other professional development providers in aligning professional development opportunities with the state workforce knowledge and competency framework. EEC has allocated RTT-ELC funding for a staff person at the Department of Higher Education to focus on engaging postsecondary institutions with workforce knowledge and competency framework alignment. This staff person has been working with IHEs to increase early educators access to degree programs through:

- Implementation of the MA 2011 Early Childhood Transfer Compact. The revised 2011 Early Childhood Education Compact (“ECE Compact”) provides community college students seeking a baccalaureate degree with a straightforward and understandable pathway toward the completion of associate and baccalaureate degrees, clearing the way for student success in Massachusetts’ public higher education system. The ECE Compact serves students planning to transfer from a Massachusetts community college to a State University or University of Massachusetts campus offering Department of Elementary and Secondary Education approved early childhood (PK-2) licensure programs for “Teachers of Students With and Without Disabilities” as well as Core Competency aligned programs in early childhood education (e.g. infant, toddler, preschool, and related fields). The Compact also specifies coursework that fulfills Department of Early Education and Care professional child care qualifications for certification as Lead Teacher.
- Helping IHEs to articulate crosswalks between course content and EEC core competencies and specializations
- Identifying similarities and distinctions between early educator knowledge for ESE licensure and for EEC core competencies
- Facilitating IHE faculty, administrators and early education leaders to develop a birth to eight licensure strategy that aligns with new educator preparation programs with EEC core competencies at the associate, bachelor and master levels

### **Birth to Eight Licensure**

EEC and DHE are working to develop a Birth to Eight licensure strategy. The proposed Birth to Eight (B-8) licensure system is designed to reward early educators working with children between birth and the age of eight who meet specific criteria. The licensure system aligns educators increasing knowledge and skills, training, education and experience with greater competency, responsibility and professional advancement in the field of early childhood education.

The Advisory has reached consensus regarding the need for a B8 license because it will be an effective means by which to increase access to higher education and degree completion for the early education workforce.

### **Readiness Centers** (project #5.2)

EEC has allocated RTT-ELC funding to the Readiness Centers to provide intentional professional development opportunities (with continuing education credits) to early education providers across Massachusetts’ mixed delivery system. EEC awarded grants to the six Readiness Centers to focus on academic advising and career counseling, professional development related to the Massachusetts Quality

Rating and Improvement System (QRIS), data management, and services related to the Massachusetts Kindergarten Entry Assessment (KEA).

In summer and fall 2012, the Readiness Center Executive Directors worked in collaboration with their respective Educator and Provider Support (EPS) grantee and local school districts to provide the services of the grant. The Readiness Centers met with school districts participating in Cohort 1 of the KEA; planned and offered for-credit professional development opportunities related to the QRIS; continued to provide academic and career advising at local institutions of higher education in their catchment area; and worked with local Institutions of Higher Education (IHE) to plan a regional college and career fair for the spring 2013 academic semester.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

EEC has a visible partnership with both the Department of Higher Education and individual higher education institutions both public and private. First and foremost, we are preparing children with the skills, knowledge and abilities to matriculate through higher education in the earliest years. Secondly, we depend on higher education institutions to prepare the adult workforce who is providing the education and care for the children whom we serve. Finally, higher education has been a partner in the cycle of continuous improvement by participating in or leading research to help advance the work of the department.

### **Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.**

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
  - Scholarships
  - Compensation and wage supplements,
  - Tiered reimbursement rates, (*\*only for infant and toddler classrooms*)
  - Other financial incentives (*\*QRIS improvement grants*)
  - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting ambitious yet achievable targets for --
  - Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and



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

Describe the progress made, where applicable.

The state has made progress in supporting early childhood educators to improve their knowledge, skills and abilities through providing access to effective professional development opportunities, implementing policies and incentives to promote professional career advancement, and working to increase the number of postsecondary institutions and professional development providers that offer programs aligned with a common workforce knowledge and competency framework, as well as increase the numbers of early educators who are progressing to higher levels of credentials. Below is a description of the progress made in this area.

***Educator and Provider Support (EPS) grantees***

- The five Educator and Provider Support (EPS) grant recipients are the main infrastructure that the state uses to expand access to professional development opportunities. In 2012, EPS grantees offered 206 professional development opportunities across the state (of which 43 opportunities were offered in either, Spanish, Chinese or Portuguese).

The following chart illustrates the number of professional development opportunities funded by the EPS grant in part or full from July through December 2012 (including the number of educators whom completed each).

Professional Development Opportunity	# of Opportunities	# of Educators Completed
Individual College Course	53	109
Cohort College Course	29	475
Continuing Education Unit (CEU) Course	67	1,089
Developmental/ College Prep/ ABE/ESOL Coursework	5	104
Information Sessions (i.e. QRIS, Professional Qualifications Registry, or Accreditation non-credit opportunities)	36	359
Other Opportunities	16	128
<b>Total</b>	<b>206</b>	<b>2,264</b>

EEC developed online courses offered through the EPS network between July 2012 and December 2012.

EEC Developed Online Courses: For Continuing Education Units (CEUs)	# of Times Offered	# of Educators
EEC Core Competencies	1	9
Infant and Toddler Guidelines Course	1	14
EEC Language and Literacy	0	0
Preschool Learning Standards and Guidelines	6	160
Foundations of the MA QRIS	0	0

The chart below displays the number of providers/ programs who have completed professional development supported by the EPS grant by opportunity type between July 2012 and December 2012.

Opportunity Type	Number of Providers/ Programs
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Accreditation Activities	185
QRIS Activities	460
Other Opportunities	165

**Readiness Centers** (project #5.2)

- EEC awarded grants to the six Readiness Centers to focus on academic advising and career counseling, professional development related to the Massachusetts Quality Rating and Improvement System (QRIS), data management, and services related to the Massachusetts Kindergarten Entry Assessment (KEA).

**Exceptional Educator and Exceptional Instructional Leader Awards** (project #11.2)

- The Exceptional Early Educators and Instructional Leaders award program recognizes early educators’ and instructional leaders’ efforts to improve their practice in order to ensure the best possible outcomes for children. In 2012, thirteen awards were given to early educators across the state. EEC selected seven exceptional instructional leaders and six exceptional educators from across the state in family childcare, center-based programs and out of school time settings. The awardees were recognized at the State House in May 2012. Each recipient received an award and a certificate recognizing their accomplishments.

**Early Educators Fellowship Institute: Birth to Eight Leadership Series** (project #5.1)

- The Early Educators Fellowship Institute: Birth to Eight Leadership series (EEFI), which started in 2010 with ARRA funding, is a community-based leadership series for early education and care providers in public and private programs from birth to grade three. EEFI provides content relevant to EEC core competencies and EEC and ESE initiatives and are counted toward college credit offered to every individual participant. This institute is comprised of a series of the three in-depth leadership meetings with national experts and state leaders focused on three areas of timely importance to the Commonwealth, including: child growth and development; literacy, and dual language learners. The Institute fosters cross-sector collaboration among public school, Head Start, center-based, out of school time, family child care, mental health, and early intervention programs. More than topical meetings, Fellows become part of a statewide learning community through the Institute and the professional development experience provided opportunities for these Fellows to build a learning community and develop a sense of shared purpose, identity, and responsibility.
- The FY12 EEFI took place over three Saturday sessions (March 3; April 28; and June 2, 2012). Three dynamic meetings were held. Barbara Bowman, the Chief Officer of Early Childhood Education for the Chicago Public Schools, spoke on the topic of providing a continuum of support for children from birth through third grade. From Children’s Hospital Boston and the University of Massachusetts Boston, Dr. Ed Tronick discussed social emotional development of young children. Rebecca Soden from the Clayton Early Learning Center in Denver, Colorado addressed the topic of effectively promoting STEM (Science, Technology, Engineering and Math) activities with young children.
- EEC intentionally worked to build state-wide and local learning communities for the purpose of creating and building “shared identity” among “all early educators” regardless of sector (public school, Head Start, etc). Not only were the Fellows members of cross-sector teams from the same community, each Fellowship meeting included time for informal and formal networking. Activities were designed to help participants interact by job-alike as well as community teams. In addition, participants were given access to tools and resources necessary to become fluent in transferring quantitative data into qualitative results. These elements were brought together, with the intention, to give participants and teams the opportunity to assess, reflect, and develop

identifiable goals and action plans based on the information they learned from the speakers and small group discussions. In the second year of the EEFI 2011-2012, 120 educator leaders completed the Fellowship, with 29 choosing to receive college credit for participating in the Institute.

### **Work to Increase Early Educators Achievement of Higher Credentials**

#### ***QRIS Courses***

- EEC developed an online fundamentals course on QRIS in multiple languages (English, Spanish, Haitian Creole, Chinese, Khmer and Portuguese) for providers. This course is designed to provide early education and out of school time educators with an introduction to the Massachusetts QRIS so that they become familiar with it and participate in QRIS. In addition to the fundamentals course, EEC has begun to develop QRIS Technical Assistance Courses.

#### ***Peer Assistance and Coaching (PAC)*** (project #8.7)

- EEC is developing a Peer Assistance and Coaching model to improve the skills and competencies of staff in the early education and care field. Massachusetts PAC will promote the use of training and coaching methods that give teachers opportunities to see and try out effective practices and receive feedback about these efforts to improve those educator competencies.

#### ***Business Planning for Early Educators*** (project #2.8)

- The course will assist educators in both family child care and center-based settings with implementing sound business practices that will result in higher scores on the Program Administration Scale (PAS), Business Administration Scale (BAS) and APT to meet higher level criteria on the QRIS to demonstrate improved program quality.

#### ***Higher Education for English Language Learners*** (project #8.5)

- EEC developed a program for educators who are English language learners (ELL) (specifically family childcare providers and paraprofessionals) to access higher education while providing the immediate content needed to improve practice with children birth to age 5, who are engaged in formal early education and care.

#### ***WGBH Media-Based Literacy Support for Families and Educators*** (project #12)

- As EEC's media partner, WGBH will develop a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children, and to support and engage parents in their role as their child's first teacher. The centerpiece of this work is the production of a "digital hub", a free, online platform that will feature a centralized library of these resources, direct links to related materials, and customized pathways to guide teachers, parents and other care providers through the site.

#### ***Post Master's Certificate in Early Education Research, Policy, and Leadership*** (project #8.6)

- In spring 2012, EEC partnered with a public research university to develop a Post Master's Certificate in Early Education Research, Policy and Leadership (PMC) to launch a new generation of early childhood leaders in Massachusetts. The purpose of the PMC is to improve the knowledge, skills, and abilities of early childhood educators from public and private programs, specifically in the areas of data, research, policy, and leadership.

For performance measures (D)(2)(d)(1), the state achieved the following results in 2012:

- 37 IHEs and providers were aligned with the Workforce Knowledge and Competency Framework

- 1,670 early educators were credentialed with an aligned institution or provider

In 2012, Massachusetts made the following progress towards performance measure (D)(2)(d)(2):

- 4,639 people received the Child Development Associate or Early Childhood Education Certificate. 4,466 have a Child Development Associate and 173 earned a Early Childhood Education Certificate
- 224 people received an Associate's Degree in Early Childhood Education
- 227 individuals attained a Bachelor's Degree in Early Childhood Education
- 1089 individuals attained a Post Graduate Degree in Early Childhood Education (Master and Doctorate)

All educators, and educator's assistants, who currently work in an EEC licensed center-based program or family child care home serving infants, toddlers, preschoolers and/or school aged children in Massachusetts are required to register annually with the EEC's **Professional Qualifications Registry (PQR)** to comply with licensing regulations. The Professional Qualifications Registry is also open to (but not required of) educators working in public preschools and other programs that are not subject to EEC-licensure. In Massachusetts, a license is required to provide most child care services. A Family Child Care License is required to care for children, not related to the educator, on a regular basis in a home. There are two types of center-based licenses. A Small Group and School Age Child Care License is required for programs that care for ten or fewer unrelated children on a regular basis in a center or building that is not a home. A Large Group and School Age Child Care License is required for programs who care for 11 or more unrelated children on a regular basis in a center or building.

The Professional Qualifications Registry gathers important information on the size, composition, education, and experience of EEC's current workforce, including information about the retention and turnover of educators working in early education and care and out-of-school time programs. This information helps EEC's workforce development system to respond to the needs of all educators working in EEC-licensed center-based and family child care programs in Massachusetts. Since the Professional Qualifications Registry went live in 2010, over 67,531 educator records have been added to the Registry.

Access to the Professional Qualifications Registry is online through the following website: <https://www.eec.state.ma.us/PQRegistry/>. Once an educator completes their online registration, s/he will be able to print a certificate that verifies their registration in the Professional Qualifications Registry, from the summary page in their account. This certificate contains the registry number and expiration date along with identifying information and may be laminated and carried with the educator as proof of registration. The Professional Qualifications Registry card provides educators with their information in an easily accessible format to register for EEC funded professional development opportunities. It also may serve as evidence to receive educator discounts at retailers who offer that benefit to teachers (such as Barnes and Noble or The Loft) and free or discounted entry at certain museums.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Massachusetts is addressing the challenge of early educator compensation given that the education and

skills educators bring to their work has a direct impact on the quality of early education programs. In September 2010, EEC partnered with the Bessie Tarrt Wilson Initiative for Children (BTWIC) to develop its “Blueprint for Early Education Compensation Reform.” A key recommendation of the report was that attention be refocused on the development of a career ladder for Massachusetts. In collaboration with the BTWIC, EEC developed a basic career ladder for the early education and out of school time field. BTWIC and EEC hosted focus groups on the proposed ladder and presented to the EEC Board in May 2011. The EEC Board endorsed the career ladder as a resource tool for educators and providers across the mixed delivery system. Programs are not required to use the career ladder; but are encouraged to use the ladder as a reference for programs and educators to:

- Develop a career ladder that is specific to their program;
- Assess and improve a ladder that already exists;
- Map intentional professional growth for educators;
- Plan professional development for different levels of responsibility;
- Aid supervisors and directors as they guide and mentor staff.

EEC and BTWIC are using salary data from the PQ Registry to better understand what educators make in comparison to workers in other sectors with similar qualifications. The career ladder and accompanying materials are available on EEC’s website at: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/eec-career-ladder-for-educators.html>

BTWIC has worked to examine salary data available through EEC’s Professional Qualifications Registry. Information gathered was presented to the Fiscal Committee of the EEC Board. The Career Ladder developed by EEC and BTWIC continues to serve as a resource for early childhood and out of school time educators in the mixed delivery system. For FY13 as more early childhood educators continue to enroll in the Professional Qualifications Registry, EEC will use the information gathered to get a more accurate picture of the workforce and its needs. EEC and BTWIC will continue to examine salary data from the PQ Registry in the frame of the career ladder. The goal is to illustrate and inform the ongoing discussion on adequate compensation for the early education and out of school time workforce.

### **Performance Measures (D)(2)(d)(1) and (2):**

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

**Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.**

	<b>Baseline (From Application)</b>	<b>2012 (Target) Actual</b>	<b>2013 (Target) Actual</b>	<b>2014 (Target) Actual</b>	<b>2015 (Target) Actual</b>
Total number of “aligned” institutions and providers	26 IHEs are aligned with EEC Core Competencies	ACTUAL:  <b>37</b>  TARGET:  32 IHEs (6 additional public IHEs with associate and bachelor degree programs in ECE; 100% of public IHEs aligned with EEC Core Competencies)	TARGET:  40 IHEs (8 additional private IHEs with associate and bachelor degree programs in ECE)	TARGET:  49 IHEs (9 additional private IHEs with associate and bachelor degree programs in ECE)	TARGET:  58 IHEs (9 additional private IHEs with associate and bachelor degree programs in ECE; 100% of MA IHEs aligned with EEC Core Competencies)
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	1017 early childhood educators credentialed by an aligned IHE in academic year 2010 – 2011	ACTUAL:  <b>1670</b>  TARGET:  1098 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	TARGET:  1179 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	TARGET:  1260 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year	TARGET:  1341 early childhood educators credentialed by aligned IHEs; an 8% increase from the previous year

*Baseline Data: 26 IHEs are aligned with EEC Core Competencies. This is actual data. The baseline number of colleges aligned with EEC Core Competencies was found in the Institutions of Higher Education Mapping Project (Phase 2). There are two parts to this report and it is available on EEC's website if needed. The IHE Mapping Project included all public and a few private (2 and 4 year) IHEs with early childhood degree programs. One of the questions asked by the researchers (Oldham Innovative Research) was whether or not the college aligned coursework with EEC's Core Competencies, the research did go further to identify alignment by area as well. It is likely that there are other colleges that were not included in the IHE Mapping Project that do align their courses with EEC's Core Competencies but we used the information and data that was available to EEC.*

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (From Application)		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
	#	%	#	%	#	%	#	%	#	%
<b>Credential Type 1</b> <i>Child Development Associate/ ECE Certificate</i>	4001	10%	<b>4639</b> (4076)	<b>10%</b>	(4,226)	(10%)	(4,451)	(11%)	(4,751)	(11%)
<b>Credential Type 2</b> <i>Associate's Degree in ECE</i>	1020	2%	<b>224</b> (1270)	<b>0.5%</b>	(1,570)	(4%)	(1,920)	(5%)	(2,320)	(6%)
<b>Credential Type 3</b> <i>Bachelor's Degree in ECE</i>	557	1%	<b>227</b> (657)	<b>0.5%</b>	(832)	(2%)	(1,057)	(3%)	(1,357)	(3%)
<b>Credential Type 4</b> <i>Post Graduate Degree in ECE (MEd &amp; PhD)</i>	103	0.02%	<b>1089</b> (153)	<b>2%</b>	(203)	(0.05%)	(253)	(1%)	(303)	(1%)

*Baseline Data: Number of educators credentialed by IHEs that align with EEC Core Competencies*  
 This is data from the MA Department of Higher Education (DHE), however the data is limited due to the fact that colleges report data to DHE in a different format than was requested for the ELC grant application; private IHEs are not required to report the same information to DHE as the public colleges.

*Number Early Childhood Educators who have moved up the progression of credentials*  
 Child Development Associate baseline data is actual data from The Council for Professional Recognition which awards the national credential. The baseline data for the degree programs was from DHE.

Describe the State's challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

It takes several years for individual on the pathway to a degree to complete as an adult with family and career responsibilities. Even when cost is supported the time need to complete a degree can take years.

**Kindergarten Entry Assessment**

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- X Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- X Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- X Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- X Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The **Massachusetts Kindergarten Entry Assessment (MKEA)** strategy is a joint collaboration between EEC and the Massachusetts Department of Elementary and Secondary Education (ESE) to provide assessment tools to teachers at public and charter schools across the state so that they can measure growth and learning across all domains during the child’s kindergarten year. The TSG and WSS assessment tools were distributed to 20 school districts as part of MKEA Cohort 1. Cohort 1 which is made up of 809 administrators and teachers were given assessment tool training and technical assistance. Cohort 1 schools also received grants to be used for supplies and substitute teachers. EEC is in the process of collecting child assessment data from Cohort 1 schools for the fall school year. EEC is in the process of recruiting schools to participate in Cohort 2. Data collected from MKEA will feed into the Common Metric Project (project #9.1). The Common Metric Project study will analyze assessment data and help to determine if there is a common measure on child growth and development. In 2012, the Readiness Centers have started to host Professional Learning Communities for school districts participating in Cohort 1 of MKEA.

Massachusetts has selected **Teaching Strategies GOLD (TSG)**, and **Work Sampling System (WSS)** as the three formative assessment tools in which programs will use to gather data on child growth and development. Training on use of these assessment tools are being provided by an IHE. EEC’s Educator and Provider Support (EPS) grantees, whom are responsible for professional development of the early education staff in the field, have been trained so that they can educate the early education staff on formative assessment tools and how to use it to improve their teaching.

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children’s learning and developmental progress as they enter kindergarten.

The MKEA participants will be using one of two online assessment tools, Teaching Strategies GOLD or Work Sampling System. The data collected will be across the developmental domains. Teaching Strategies GOLD is an assessment system for children from birth through kindergarten designed to help teachers: observe and document children’s development and learning over time; support, guide,



and inform planning and instruction; identify children who might benefit from special help, screening, or further evaluation; and report and communicate with family members and others. Teaching Strategies GOLD also enables to teachers to (1) collect and gather child outcome information as one part of a larger accountability system and (2) provide reports to administrators to guide program planning and professional development opportunities. Teaching Strategies GOLD addresses the following Developmental Domains: (1) Social-Emotional, (2) Physical, (3) Language, (4) Cognition, (5) Literacy, (6) Mathematics, (7) Science and Technology, (8) Social Studies, (9) The Arts, and (10) English Language Acquisition.

Work Sampling System is an assessment system that assists teachers with documenting and evaluating children's skills, knowledge, and behaviors using actual classroom experiences and interactions. Work Sampling System addresses the following Developmental Domains: (1) Social and Emotional Development (self concept, self control, cooperation, social relationships, and knowledge of families and communities), (2) Approaches to Learning (initiative and curiosity, engagement and persistence, and reasoning and problem-solving), (3) Language Development (listening and understanding and speaking and communicating), (4) Literacy (book knowledge and appreciation, print and alphabet awareness, early writing, patterns, and measurement), (5) Mathematics (problem-solving, number and operations, and Geometry and spatial awareness), (6) Science (scientific skills and methods and scientific knowledge), (7) Creative Arts (music, art, movement, dramatic play, and appreciation), and (8) Physical Health and Development (gross motor skills).

Data collected from MKEA will feed into the Common Metric Project. The Common Metric Project study will analyze assessment data and help to determine if there is a common measure on child growth and development.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Challenges in this area include:

- Acceptance and adoption of the assessment tools from administrators and teachers in the public schools. Some feel they do not have enough time to participate in MKEA.
- Some schools lack the necessary technology to use the assessment tools. For example, they do not have computers in classrooms to document observations.
- Some teachers lack the understanding of how to integrate information from the formative assessment tools with content assessments they are required to use in the classrooms.
- There is a cost fiscal and time to finding substitute teachers for the classrooms so that teachers can attend trainings on the formative assessment tools.

The state has implemented the following strategies to address the challenges described above:

- Increase the number of trainings (face to face and webinars) on formative assessment tools.
- In collaboration with ESE, offer regional networking events so schools can learn from one another on effective ways to implement MKEA.
- Host a regional conference with public school teachers, administrators, the Readiness Centers and EPS grantees, as well as representatives from the formative assessment tools, to learn more about

MKEA.

- Explored the feasibility of offering funds to schools to pay for substitute teachers to attend MKEA trainings.

## Early Learning Data Systems

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

X Has all of the Essential Data Elements;

Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

X Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

X Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

Massachusetts is constructing an Early Childhood Information System (ECIS) to (1) create a single, high-quality source of data for reporting (ECIS data warehouse), (2) construct a reporting platform which reduces the time required to generate reports and (3) to support outside agencies, such as the Department of Elementary and Secondary Education's (ESE) Longitudinal Data System (LDS) in providing better data on child outcomes ensuring compliance with existing federal and state privacy laws.

The SLDS is being built through a phased integration of data between the agencies comprising the Executive Office of Education - including the departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE) and the Department of Higher Education (DHE). To date, initial loading of EEC's enterprise data warehouse is complete, along with a demonstrated proof of concept for the new reporting platform. ESE is engaged in both data integration and the generation of SASIDs for all its students; this will include those students with a history in subsidized care from the EEC, with a priority being placed on those students who have since entered the state university system. ESE has a vendor engaged in producing business intelligence reporting for the LDS which leverages inter-agency data sharing. By the end of the state's fiscal year (FY 2013), ESE and EEC are planning to implement a data feed between the two agencies, thereby delivering federated data system across the EOE.

In summer and fall of 2012, EEC visited 22 providers including all the childcare resources and referral

organizations (CCRR) and large Family Child Care Systems to conduct a data quality monitoring visit. Within these providers, 2573 child records were selected for review to determine the quality of each record's core data elements, which include first name, middle name, last name, date of birth, gender and place of birth. These elements are required to assign a unique identifier or State Assigned Student ID (SASID) and ensure that child level data that will be used within our Early Childhood Information System is accurate. Of the 2573 record selected, 2506 records were reviewed when the programs were visited. The most common error in data was the middle name on the children's record that had been entered into EEC's financial billing systems. 79% of the 2506 records reviewed at the program level could be assigned a unique identifier or SASID for the child.

Components of ECIS have allowed the state to understand data on programs, child demographics and attendance. The following are the ECIS data reports:

<b>Report Title</b>	<b>Description</b>	<b>Timeframe</b>	<b>Limitations</b>
ECIS: Children by Ethnicity - All Regions	Counts of child ethnicity for a given age range.	User selectable date range, ethnicity, region.	Ethnicity data not captured reliably until 2007/2008.
ECIS: Children by Federal Race Classification - Trend	This report shows five (5) federal race classifications from 2006 onwards. Unique child totals presented for the entire calendar year, so counts are greater than the number of active children in subsidized care per month.	2006 - present	Race data not available for all child billing records.
ECIS: Children by Federal Race Classification- All Regions for Prior FY	Child counts for race data by region for the prior fiscal year. Charts rendered for each region.	Prior fiscal year.	n/a
ECIS: Children by Primary Language - Trend	This report provides a count all children by their primary language and depicts the trend over time.	2006 - present	Language data not available for all child billing records.
ECIS: Children by Second Language - Trend	This report provides a count of all children from 2006 onwards by their secondary language and depicts the trend over time.	2006 - present	Second language data is especially poor quality, but trends are relevant.
ECIS: Children by Age Group - Trend	Age groups of children by month.	User selectable date range.	n/a
ECIS: Children by Age Group By Funding Source Across Regions	Complex report. Region, funding source and age group.	Previous 12 months	Grid only.
ECIS: Children by Age Group - Trend	Gender by age group.	Current active children.	n/a
ECIS: Children by Top 7 Primary Languages - All	Counts of children for each of the 7 major language categories.	All regions for the prior 12 months.	Many records in the system are unknown

Regions for prior 12 months			in terms of language.
ECIS: Attendance - Annual Absentee Percentage By Region - Trend	Percentage of absences by region and year.	User selectable region and calendar year from 2006 onwards.	None
ECIS: Attendance By Regional Ratio per Annum	Counts and percentage of absences versus billed days for selected year. Attendance is captured for contract slots only.	User selectable region and calendar year from 2006 onwards.	None
ECIS: Monthly Child Subsidy Attendance	List of children by provider and their associated attendance records. This also includes the time spent in a specific program.	Searchable attendance records by service date, child's name and date of birth.	None

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

Massachusetts has made in developing report related to existing early childhood data primarily related children receiving subsidy. This will connect to the other data systems such as the Department of Elementary and Secondary Education's (ESE) Longitudinal Data System (LDS) in providing better data on child outcomes ensuring compliance with existing federal and state privacy laws.

EEC has also begun collecting screening and assessment data to be entered into the system. Work is now underway to develop a parent and provider portal for the state's ECIS.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

The project is on target.

## Invitational Priorities

*Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.*

### **Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)**

The State has made progress in (check all that apply):

- XEnhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- XEnsuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- XPromoting health and family engagement, including in the early grades;
- XIncreasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- XLeveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

Massachusetts has embraced birth to third grade alignment as a comprehensive strategy that seeks to improve young children's access to high quality birth to grade three programs and strengthens the capacity of elementary schools to sustain student learning gains in the early elementary school years. By integrating these two efforts the state aims to enable the children to be proficient in reading and math, and to develop the social and emotional skills that support academic success by the end of third grade.

In order to ensure that transition planning occurs for children moving from early learning and development programs to elementary schools, Massachusetts is focusing on building and enhancing partnerships between community early education, school-age programs and public schools to ensure alignment of curriculum, assessment, professional development and transitions for children and their families. EEC is collaborating with the Department of Elementary and Secondary Education (ESE) to link the work being done in public schools to maximize the investment in our children.

#### **Birth to Grade Three Strategy Development** (project #5.3)

EEC has invested RTT-ELC funds (in addition to SAC funds) to help communities improve child outcomes through a comprehensive birth to 3<sup>rd</sup> grade strategy. The Birth to Grade 3 Community Implementation/Planning grants are focused on strengthening the existing birth to 3<sup>rd</sup> grade infrastructure within targeted local communities (low performing school districts, Gateway cities, and home visiting communities). Cities and towns are eligible for these grants if they had a strong foundation for enhanced coordination and measurable outcomes; specifically if they met the following criteria:

- Have clearly defined institutional and sustainable collaborative strategic planning, finance and governance structures between birth, pre-K and K-3 systems with balanced levels of authority
- Have a supportive environment for a birth to grade 3 continuum that fosters teacher/educator collaboration and focuses on shared intentional professional development and instructional competencies
- Use the Massachusetts Early Learning Standards to identify what children should know, are aligned with the expectations for children's learning, and are incorporated into a common curricula and assessment system to monitor and report student progress
- Have a positive, well structured physical educational environment that is well maintained to facilitate and support children's learning
- Collect and utilize streamlined data for quality improvement and allows for communication of this data to stakeholders across the birth to 3<sup>rd</sup> grade continuum
- Have a shared commitment between the community's formal and informal program staff and school staff to engage families in taking responsibility for children's educational progress
- Have access to alternative extended learning opportunities across the birth to 3<sup>rd</sup> grade continuum

In addition to the criteria stated above, communities should also have the following:

- Mechanisms for cross-sector alignment in governance and strategic plans
- Administrators and leadership quality where the leadership is inclusive, facilitative and focused on instruction
- Teacher quality and capacity with a focus on credentials and professional development, professional dispositions and community
- Instructional tools and practices that includes curriculum content, alignment of standards and curricula, and pedagogical methods
- Instructional environment where there is a positive student centered learning culture within the classroom and at the school
- Data and assessments for improving classroom instruction
- Families and communities that are engaged in student learning
- Transitions and pathways that focus on children's movement through the birth to 3<sup>rd</sup> grade continuum

In 2012, EEC awarded six the Birth to Grade 3 Community Implementation grants to 5 communities: Lowell, Boston (2), Springfield, Somerville and Pittsfield. EEC also provided state funding to assist several communities to improve their local infrastructure with planning grants; these communities include Gill-Montague, Fall River, Lynn, New Bedford, and Barnstable.

EEC has partnered with a local nonprofit organization to document the state's birth to 3<sup>rd</sup> grade strategy. This nonprofit partner is analyzing the early learning partnerships between public and private organizations that support children birth to grade 3 such as public schools, private early education and care programs, and business leaders within a community who are interested in the early education agenda. They will also identify the ways that changes in the partnerships are impacting programs, educators and children.

#### **Early Educators Fellowship Institute: Birth to Eight Leadership Series (project #5.1)**

The Early Educators Fellowship Institute: Birth to Eight Leadership series (EEFI), which started in 2010 with ARRA funding, is a community-based leadership series for early education and care providers in public and private programs from birth to grade three. EEFI provides content relevant to EEC core competencies and EEC and ESE initiatives and are counted toward college credit offered to every individual participant. This institute is comprised of a series of the three in-depth leadership meetings with national experts and state leaders focused on three areas of timely importance to the Commonwealth, including: child growth and development; literacy, and dual language learners. The Institute fosters cross-sector collaboration among public school, Head Start, center-based, out of school time, family child care, mental health, and early intervention programs. More than topical meetings, Fellows become part of a statewide learning community through the Institute and the professional development experience provided opportunities for these Fellows to build a learning community and develop a sense of shared purpose, identity, and responsibility. 158 participants will attend the institute this year.

#### **Child Development Training for School Principals and Early Education Leaders**

The state launched a series of conferences and workshops with community teams of school principals and early education leaders to increase and enhance the knowledge base and skills around a birth to 3<sup>rd</sup> grade strategy and child development. This network of school principals and early education leaders will share experiences (successes and challenges) and work to integrate their efforts at the local level with regard for teacher quality, program quality, screening and assessment, community and families and the MKEA.

### **Social-Emotional, Language, and Literacy Development**

EEC is working to train educators from private and public early education programs on Language, Literacy, and Social-Emotional Development in children. For the past two years, EEC and the Department of Elementary and Secondary Education (ESE) have jointly organized a series of literacy conferences across the state. The purpose of this joint literacy initiative is to further this work by generating a strategy for working with teams of educators. The strategy will increase educators' capacity to provide learning opportunities that integrate social-emotional, language, and literacy development for maximum impact on child outcomes and preparation for long-term school success. 2012 participants include ten teams of early educators from Marlborough, East Wareham, Springfield, New Bedford, Lawrence, Cape Cod, Brockton, Malden and Boston.

### **Encouraging Private-Sector Support (Invitational Priority 5)**

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

Massachusetts has engaged private sector to support the implementation of the state's Early Learning Plan. The following is a list of key private sector supporters:

- WGBH
- United Way of Massachusetts Bay and Merrimack Valley
- Boston Children's Museum
- IBM

#### **WGBH (project #12)**

- As EEC's media partner, WGBH is developing a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and family daycare providers to promote the growth of young children, and to support and engage parents in their role as their child's first teacher. WGBH was awarded \$75,000 from the Krueger Charitable Foundation for the 2013 Massachusetts Early STEM and Reading Initiative. This initiative, a joint collaboration between WGBH, EEC, United Way of Massachusetts Bay and Merrimack Valley and the Boston Children's Museum, will provide early childhood educators with new books and PBS Kids-branded items to help them promote STEM engagement and a love of reading among preschoolers across the Commonwealth.

#### **United Way of Massachusetts Bay and Merrimack Valley (project #11.1)**

- EEC and United Way of Massachusetts Bay and Merrimack Valley launched the *Brain Building in Progress* campaign to raise the public's awareness of the importance of early years to the development of young children.

#### **Boston Children's Museum (project #4.4)**

- EEC and the Boston Children's Museum (BCM) is engaged in a statewide strategy to increase the capacity of museums and libraries to support the optimal development of all children through intentional family engagement activities and early learning opportunities. The partnership is focus on four areas in supporting family and community engagement in child development: Early

literacy, School readiness including preparation for Kindergarten, Interest and awareness of STEM (Science, Technology, Engineering and Math), and Public awareness of the importance of early education and care through the state's *Brain Building in Progress* communications initiative.

**IBM**

- EEC has entered into a new partnership with IBM, the Adult, Child and Family Literacy Partnership with IBM, to increase family literacy and support early childhood development. This collaboration supplements existing adult education programs with proven family literacy resources that will help to strengthen parents' literacy skills, give them tools to support their children's reading and language development, and provide resources to early education and care programs to support literacy acquisition in children ages 3 to 7 years old. Through this partnership, IBM is donating early literacy educational technology to the state, including its Reading Companion software and KidSmart Early Learning Program. Through the IBM KidSmart Early Learning Program, IBM is donated 57, Young Explorer Computers to over 10 not-for-profit early education and care programs serving children between the ages of 3 and 7 years old, to help children learn and explore concepts in math, science and language.

**Additional Information**

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.



## Data Tables:

### **Commitment to early learning and development.**

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

- Data on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data on program quality across different types of Early Learning and Development Programs.
- The number of Children with High Needs participating in each type of Early Learning and Development Program.
- Data on funding for early learning and development in the State.
- Data on the number and percentage of Children with High Needs from special populations in the State.
- Data on the current status of the State's early learning and development standards.
- Data on the Elements of a Comprehensive Assessment System currently required within the State.

**Table 1: Children from Low-Income families, by age**

*In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]*

<b>Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.</b>										
	<b>2011</b>		<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>	
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>	<b># of low-income children in the state</b>	<b># of low-income children as a % of all children in the state</b>	<b># of low-income children in the state</b>	<b># of low-income children as a % of all children in the state</b>	<b># of low-income children in the state</b>	<b># of low-income children as a % of all children in the state</b>	<b># of low-income children in the state</b>	<b># of low-income children as a % of all children in the state</b>
<b>Infants under age 1</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Toddlers ages 1 through 2</b>	72,474 (includes infants through 2)	31%	<b>67,154</b>	<b>31%</b>						
<b>Preschoolers ages 3 to kindergarten entry</b>	62,229	27%	<b>64,662</b>	<b>29%</b>						

**Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.**

	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
<b>Total number of children, birth to kindergarten entry, from low-income families.</b>	134,703	29%	<b>131,816</b>	<b>30%</b>						

*Data source is the National Center for Children in Poverty (NCCP) website. Baseline data is from 2009. 2012 update based on NCCP data from 2010. Low income information is not available for infants under 1 and toddlers ages 1 through 2, however data is provided for infants through 2.*

**Table 2: Special populations of Children with High Needs**

*In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.*

<b>Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).</b>										
	<b>2011</b>		<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>	
<b>Special populations: Children who ...</b>	<b>Number of children in the State who...</b>	<b>Percentage of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>
<b>Have disabilities or developmental delays<sup>3</sup></b>	14,882 (part B) 15,162 (DPH 2010 data) Total 30,044	6.7%	<b>30,693</b>	<b>6.9%</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are English learners<sup>4</sup></b>	12,952 (only 3-5)	17.4% (out of	<b>14,695</b>	<b>19.7%</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

<sup>4</sup> For purposes of this report, children who are English learners are children birth through kindergarten entry that has home languages other than English.

**Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).**

	2011		2012		2013		2014		2015	
Special populations: Children who ...	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...	# of children in the State who...	% of children in the State who...
	year olds from DLL report)	74,433 children)								
<b>Reside on “Indian Lands”</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are migrant<sup>5</sup></b>	114  (source: Head Start Program Information Report/PIR)	0.0002%	<b>146</b>	<b>0.0002%</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are homeless<sup>4</sup></b>	3,969  (7,620 total for CY2011)	0.9%	<b>3,273</b>  <b>(7,954 total for CY2012)</b>	<b>0.7%</b>	N/A	N/A	N/A	N/A	N/A	N/A

<sup>5</sup> For purposes of this report, children who are migrant are children birth through kindergarten entry who meets the definition of “migratory child” in ESEA section 1309(2).

**Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).**

	2011		2012		2013		2014		2015	
<b>Special populations: Children who ...</b>	<b>Number of children in the State who...</b>	<b>Percentage of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>	<b># of children in the State who...</b>	<b>% of children in the State who...</b>
<b>Are in foster care</b>	2,376	0.05%	<b>2,360</b>	<b>0.05%</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Other as identified by the State  Describe:</b>										

**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Needs Programs, by age**

*In the table below, provide data for the current and previous grant years on the number of Children with High in the State who are enrolled in Early Learning and Development Programs, by age.*

**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<b>State-funded preschool</b>	NA	NA	14,221	14,221	NA	NA	<b>14,071</b>	<b>14,071</b>												
<i>Universal Preschool and 391 grants</i>																				
<i>NIEER (2010)</i>																				

**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<b>Early Head Start and Head Start<sup>6</sup></b> <i>PIR 2010-2011, includes 222 children under the Head Start State Supplement</i>  <i>2012 data from Head Start PIR 2011-2012</i>	307	2,266	13,667	16,540	<b>620</b>	<b>2440</b>	<b>13203</b>	<b>15963</b>												

<sup>6</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.



**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>Part C DPH, 618 data, (baseline October 2010)</i>	1,882	13,280	14,882	30,044	<b>12,010</b>	<b>19,623</b>	<i>data for this age was not available at time of this report</i>	<b>30,693</b>												
<b>Programs funded under Title I of ESEA</b>	NA	NA	10,710	10,710	NA	NA	<b>11,167</b>	<b>11,167</b>												

**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<b>Programs receiving funds from the State's CCDF program</b> <i>Data from CCIMS and eCCIMS data extract for children with placements on 8/1/2011 (baseline). 2012 data also from</i>	1,676	4,301	27,952	33,929	2,091	4,820	22,758	29,669												

**Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application Table (A)(1)-3).**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<i>CCIMS and eCCIMS</i>																				
<b>Other</b> <i>Specify:</i> <i>Data Source and Year:</i>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<p><i>CCDF program data includes income eligible (IE) contracts (excluding ARRA funds), IE vouchers (excluding teen parent funding), Supportive contracts and vouchers, teen parent contracts, IE teen parent vouchers, DTA teen parent vouchers, DTA vouchers (excluding teen parents), ARRA contracts and ARRA vouchers.</i></p> <p><i>Massachusetts Part C continues to serve one of the highest percentages of children birth to three including infants and toddlers' at-risk receiving early intervention services. When compared to National Data, Massachusetts has ranked number 1 among all states and territories for the last several years.</i></p>																				

**Table 4: Data on funding for Early Learning and Development**

*In the table below, provide data on the funding for Early Learning and Development in the State.*

*Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.*

<b>Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).</b>					
<b>Type of investment</b>	<b>Funding for each Fiscal Year</b>				
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>7</sup></b>	\$7,499,997.70	<b>\$7,499,999.67</b>			
<b>State-funded preschool</b> <i>UPK</i>	\$7,424,448.82	<b>\$7,357,273.05</b>			
<b>State contributions to IDEA Part C</b>	\$29,450,081.00	<b>\$31,144,702</b>			
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>	\$8,997,920.00	<b>\$9,003,125</b>			
<b>Total State contributions to CCDF<sup>8</sup></b>	\$77,052,705.00	<b>\$76,863,993</b>			
<b>State match to CCDF</b> <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	\$32,079,332.00	<b>\$31,890,620</b>			
<b>TANF spending on Early Learning and Development Programs<sup>9</sup></b>	\$290,409,712.25	<b>\$270,283,655.67</b>			
<b>Other State contributions</b> <i>Specify: DPH part C- MassHealth</i>	\$47.5M	<b>\$53.2M</b>			

<sup>7</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>8</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>9</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

**Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).**

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
<b>Other State contributions</b> <i>DPH part C- Private Insurance</i>	\$40.2M	\$41.7M			
<b>Total State contributions:</b>	\$540M	\$529M			

*[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.]*

**Table 5: Data on the Current status of the State's Early Learning and Development Standards**

*In the table below, update the data provided in the State's application regarding the current status of Early Learning and Development Standards.*

**Table 5: Current status of the State's Early Learning and Development Standards (Application Table (A)(1)-6)**

*Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness*

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
<b>Language and literacy development</b>	X	X	X
<b>Cognition and general knowledge (including early math and early scientific development)</b>	X	X	X
<b>Approaches toward learning</b>	X	X	X
<b>Physical well-being and motor development</b>	X	X	X
<b>Social and emotional development</b>	X	X	X

*[Enter text to explain or clarify information as needed]*

**Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State**

<b>Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>State-funded preschool</b> <i>Specify:UPK</i>	X	X	X	X	
<b>Early Head Start and Head Start</b> <sup>10</sup>	X	X	X	X	
<b>Programs funded under IDEA Part C</b>		X	X	X	
<b>Programs funded under IDEA Part B, section 619</b>	X	X			X
<b>Programs funded under Title I of ESEA</b>	X	X			
<b>Programs receiving CCDF funds</b>					Progress reports
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier (add rows if needed):</i>	X (self assessed levels and validated levels)	X (self assessed levels and validated levels)	X (self assessed levels and validated levels)	X (self assessed levels and validated levels)	
<b>State licensing requirements</b>					Progress reports
<b>Other</b> <i>Describe:</i>					
<i>[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]</i>					

<sup>10</sup> Including Migrant and Tribal Head Start located in the State.

## **Budget Information**

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

To achieve the goals of the RTT-ELC grant, EEC built upon its existing grant and contracting process effectively to quickly ensure that its' planned activities for Year One could be achieved. We layered the RTT-ELC process on our existing distribution mechanism to distribute these federal funds. Prior to RTT-ELC, EEC had a long standing policy and monitored tradition of releasing Requests for Proposals (RFP) with well defined Scopes of Work (SOW) seeking responses from non-profit agencies, research contractors, training vendors, and others. To promote work with sister state agencies we employed Interdepartmental Service Agreements (ISA). ISAs are awarded directly to a state agency after discussion and review. All other contracts and grants listed below are first posted on the state's procurement website, COMM-Pass, and on EEC's website.

The following describes the various mechanisms employed in Year One to ensure the completion of our various RTT-ELC activities.

- Assign Program to Another State Agency: We use the ISA to achieve this purpose. Activities in this procurement category include 1.9, 2.3, 2.4, 7.1, 7.2, 7.3, 7.4, 7.5, and 10.1
- Assign Program to a Public University: We use the ISA to achieve this purpose. The activity in this procurement category is 8.1.
- Select a Vendor from the State Approved Research Vendor List: Proposals and budgets are received and reviewed and a contract is given based on the merit of the response and its alignment with the goals of the SOW. Activities in this procurement category include 2.7, 6.3, 8.7, and 12.1.
- Select a Vendor from the State Approved Training Vendor List: Activities in this procurement category include 2.8, 3.2, 3.4, 4.4, 4.5, 6.5, and 9.2.
- Select an Institute of Higher Education (IHE) from the State Approved Research Vendor List: Activities in this procurement category include 1.4a and 6.2.
- Select an Institute of Higher Education (IHE) from the State Approved Training Vendor List: Activities in this procurement category include 1.4, 3.8, 6.1, and 9.1.
- Competitive Research Procurement: Release an RFR for a research project to a larger population than what is included on the research list. Activities in this category include 4.1, 5.1, 8.2, 8.3, 8.4, and 11.1.
- Competitive Training Procurement: Release an RFR for a training project to a larger population than what is included on the research list. The activity in this procurement category is 3.5.
- Competitive Procurement: Release a Grant application for a project which is considered a grant according to state finance regulations. Activities in this category include 2.1, 2.2, 2.2.1, 2.5, 2.6, 3.6, 4.2, 4.3, 5.2, 5.3, 6.6, 8.5, 8.8, and 9.2.
- Statewide Contract: There are contracts which require a vendor to provide a statewide service such as printing or subscription licenses. Activities in this procurement category include 1.3, 3.3, and 6.4.



Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through subgranting.

As noted above, Massachusetts is distributing RTT-ELC funds to other state agencies, public universities, institutions of higher education, training vendors, research vendors, non-profit agencies, and vendors who provide a statewide service.

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

No substantive changes were made to the State RTTT-ELC budget within the past year.

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

We expect that substantive changes will be communicated shortly as we complete the budget amendment process reflecting final expenditures for Year One and the reallocation of these unspent funds:

- a) to the same activity in Year Two
- b) to add new funds to an existing other activity in Year Two
- c) a new activity in Year Two (subject to Federal approval)

## Budget and Expenditure Tables

**Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category**--Include budget and expenditure totals for each budget category for Grant Year 1.

<b>Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1</b>		
<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel	\$308,039.82	\$258,545.46
2. Fringe Benefits	\$82,871.61	\$61,606.39
3. Travel	\$7,181.14	\$5,175.60
4. Equipment	\$14,125.00	\$625.00
5. Supplies	\$5,000.00	\$4,659.75
6. Contractual	\$8,739,411.44	\$2,655,032.91
7. Training Stipends		
8. Other	\$30,701.00	
9. Total Direct Costs (add lines 1-8)	\$9,187,330.01	\$2,985,645.11
10. Indirect Costs*	\$221,069.20	\$139,816.21
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$4,248,044.88	\$637,981.99
12. Funds set aside for participation in grantee technical assistance	\$125,000.00	\$87.99
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$13,781,444.09	\$3,763,531.30
14. Funds from other sources used to support the State Plan	\$46,894,361.60	\$46,593,584.47
15. <b>Total Statewide Budget</b> (add lines 13-14)	\$60,675,805.69	\$50,357,115.77
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan</p>		

**Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
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and describe these funding sources in the budget narrative.

**Budget and Expenditure Table 2: by Project --** *The State must complete a Budget and Expenditure Table for each project for Grant Year 1.*

<b>Budget Table 2: Project 1</b> <i>Project #1: Systems Infrastructure Activity: EEC Budget</i>		
<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel	\$255,298	\$238,045.46
2. Fringe Benefits	\$71,301	\$59,966.39
3. Travel	\$6,969	\$5,175.60
4. Equipment	\$13,500	
5. Supplies	\$5,000	\$4,659.75
6. Contractual	\$100,000	\$27,846.41
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$452,068	\$335,693.61
10. Indirect Costs*	\$211,547	\$137,581.21
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance	\$125,000	\$87.99
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$788,615	\$473,362.81
14. Funds from other sources used to support the State Plan	\$179,374	\$179,374
15. <b>Total Budget</b> (add lines 13-14)	\$967,989	\$652,736.81
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

**Budget Table 2: Project 2  
PROJECT #2: QRIS Program Quality Supports**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$ 3,729,879	\$896,462.31
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$3,729,879	\$896,462.31
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$3,729,879	\$896,462.31
14. Funds from other sources used to support the State Plan	\$5,062,000	\$5,062,000
15. <b>Total Budget</b> (add lines 13-14)	\$8,791,879	\$5,958,426.31

**Budget Table 2: Project 3**  
**PROJECT #3: Measuring Growth Through the Massachusetts Early Learning and Development Assessment System (MELD)**

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$ 1,036,302	\$460,988.75
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$1,036,302	\$460,988.75
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$654,367	\$282,303.91
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$1,690,669	\$743,292.66
14. Funds from other sources used to support the State Plan	\$13,849,530	\$13,647,927.29
15. <b>Total Budget</b> (add lines 13-14)	\$15,540,199	\$14,391,219.95

**Budget Table 2: Project 4**  
**PROJECT #4: Family Engagement Evidence Based Practice**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$879,639	\$51,808.96
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$879,639	\$51,808.96
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$879,639	\$51,808.96
14. Funds from other sources used to support the State Plan	\$14,649,530	\$14,447,927.29
15. <b>Total Budget</b> (add lines 13-14)	\$15,529,169	\$14,499,736.25

**Budget Table 2: Project 5**  
**Project #5: Sustaining Program Effects in the Early Elementary Grades**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel	\$20,500	\$20,500
2. Fringe Benefits	\$1,640	\$1,640
3. Travel		
4. Equipment	\$625	\$625
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$22,765	\$22,765
10. Indirect Costs*	\$2,235	\$2,235
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$1,600,000	\$145,095.43
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$1,625,000	\$170,095.43
14. Funds from other sources used to support the State Plan	\$3,367,219	\$3,322,053.29
15. <b>Total Budget</b> (add lines 13-14)	\$4,992,219	\$3,492,148.72



**Budget Table 2: Project 6  
Project 6: Standards Validation and Alignment**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$825,748	\$528,510.92
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$825,748	\$528,510.92
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$825,748	\$528,510.92
14. Funds from other sources used to support the State Plan	\$125,000	\$125,000
15. <b>Total Budget</b> (add lines 13-14)	\$950,748	\$653,510.92

**Budget Table 2: Project 7  
Project #7: Interagency Partnerships**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$1,232,564	\$135,481.97
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$1,232,564	\$135,481.97
14. Funds from other sources used to support the State Plan		
15. <b>Total Budget</b> (add lines 13-14)	\$1,232,564	\$135,481.97

**Budget Table 2: Project 8**  
**Project #8: Ensuring Competency through Workforce Knowledge, Skills and Practice-Based Support**

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$1,315,856	\$276,573.15
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$1,315,856	\$276,573.15
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$125,000	\$0
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$1,440,856	\$276,573.15
14. Funds from other sources used to support the State Plan	\$9,503,997	\$9,651,492.6
15. <b>Total Budget</b> (add lines 13-14)	\$10,944,853	\$9,928,065.75

**Budget Table 2: Project 9**  
**Project #9: Measuring Growth by Developing a Common Measure for Kindergarten Entry Assessment (KEA)**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$251,336	\$146,634.41
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$251,336	\$146,634.41
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$150,000	\$11,025
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$401,336	\$157,659.41
14. Funds from other sources used to support the State Plan		
15. <b>Total Budget</b> (add lines 13-14)	\$401,336	\$157,659.41

**Budget Table 2: Project 10**  
**Project #10: Implementing the Early Childhood Information Systems (ECIS)**

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$486,114	\$64,075.68
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$486,114	\$64,075.68
14. Funds from other sources used to support the State Plan	\$142,500	\$142,599
15. <b>Total Budget</b> (add lines 13-14)	\$628,614	\$206,674.68

**Budget Table 2: Project 11**  
**Project #11: Pre-K to Grade Three Alignment for Educational Success: Communications**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$98,373	
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$98,373	
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$98,373	
14. Funds from other sources used to support the State Plan	\$15,211	\$15,211
15. <b>Total Budget</b> (add lines 13-14)	\$113,584	\$15,211

**Budget Table 2: Project 12**  
**Project #12: Pre-K to Grade Three Alignment for Educational Success: Content Based Media Partnership**

<b>Budget Categories</b>	<b>Budget</b>	<b>Expenditures</b>
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$582,652	\$266,208
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$582,652	\$266,208
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. <b>Total Grant Funds Requested</b> (add lines 9-12)	\$582,652	\$266,208
14. Funds from other sources used to support the State Plan		
15. <b>Total Budget</b> (add lines 13-14)	\$582,652	\$266,208