



The Commonwealth of Massachusetts
Department of Early Education and Care

600 Washington Street, 6th Floor
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350 Main Street, 4th Floor
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Ann Reale
Commissioner

Board of Early Education and Care
Minutes

November 1, 2005

1:00 p.m. – 3:00 p.m.

21st Floor, Mack Conference Room

One Ashburton Place, Boston, MA 02108

Members of the Board of Early Education and Care Present:

Timothy Murphy, Chairman

Elizabeth Childs

Julie P. Culhane

David P. Driscoll

Christopher E. Goode

Linda Mason

Mary Torrence

Patricia Plummer, Board of Higher Education designee

Ann Reale, Commissioner of Early Education and Care

Members of the Board of Early Education and Care Absent:

Bernard Russell Jr.

Judith Gill

Chairman Murphy called the meeting to order at 1:15 pm.

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Routine Business:

Welcome from the Chair

Agency Updates from the Commissioner

On November 1, 2005, EEC officially ended the low-income voucher attrition plan that was implemented in July 2004 to address a budget shortfall at the former Office for Child Care Services. Also on November 1, the Child Care Resource and Referral Agencies (CCR&Rs) began contacting families to provide up to 2,500 new low-income families with a voucher for early education and care services. The priorities for voucher distribution established by EEC are: children with a sibling already enrolled in an EEC subsidy program, homeless families, foster families, teen parents, and Hurricane Katrina/Rita evacuees. To improve access for families, EEC is taking this opportunity to launch a consolidated waiting list project to develop a single, statewide, centrally-managed waiting list for all EEC subsidies. The waiting list project will bring together into a centrally managed system the separate waiting lists currently maintained by CCR&Rs, EEC contracted providers, and CPC Councils' lead agencies. During the month of November, existing waiting lists will be used in accordance with the priorities outlined above, with the goal of utilizing a centralized waiting list for placement of families by December 2005.

EEC Regional Meetings

Ann Reale will be presenting updates and leading a discussion on the new Department at six regional meetings across Massachusetts. The regional meetings will focus on the Agency's new structure, mission, and goals, as well as the planning underway to build a new high-quality system of early education and care.

A full schedule of meetings with dates, times and locations is posted on the EEC website at www.eec.state.ma.us

Hurricane Katrina Evacuees

EEC is enormously grateful to all those who helped the Hurricane Katrina evacuees temporarily housed at Camp Edwards. Last week, the last of the evacuees were relocated off the base and the play space, which EEC set up on the base, in conjunction with Horizons for Homeless Children, was officially closed. Evacuee families who are residing in Massachusetts will continue to be eligible to receive financial assistance for early education and care services. The combined efforts of those who worked with the families at Camp Edwards helped make this

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traumatic time a little easier, and although it was a challenging endeavor on many levels, it made a big difference in the lives of these families.

Statements from the Public

- Teri Babetski, Clinton Partnerships for Children
- Ann Nunnes, President, Massachusetts Independent Child Care Organization

Approval of the October 5, 2005 Minutes

On a motion duly made and seconded, it was:

VOTED: unanimously, that the Board of Early Education and Care approve the minutes of the October 5, 2005 regular meeting as presented by the Commissioner.

I. Selection of Vice-Chairperson

On a motion duly made and seconded, it was:

VOTED: unanimously that the Board of Early Education and Care designate Christopher E. Goode as Vice-Chair.

II. Early Education and Care FY06 Policy Project Information

Options for Building a System: Stages of Development

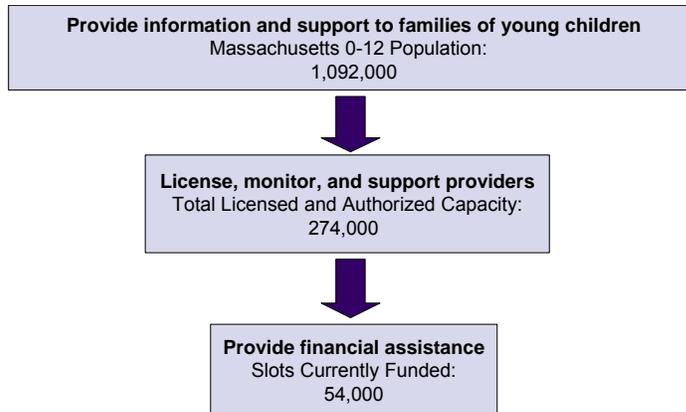
- **Long Term (Five Year Plan)**
Broad questions for Board to consider
- **Intermediate (FY07)**
General direction for Board to guide
- **Short term (FY06)**
Specific *decisions* for Board to make
All informed by EEC guiding principles.

EEC Guiding Principles

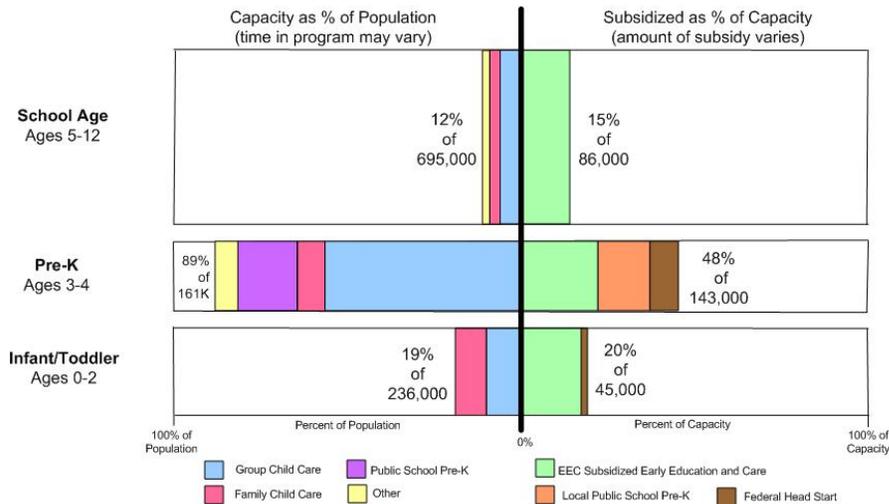
- Put children and families first
- Be flexible and accountable
- Balance access, affordability, quality, and coordination/continuity of care

- Prioritize the needs of low-income families
- Build on strengths of current system; minimize weaknesses; maximize resources
- Seek input from staff and stakeholders
- Keep interested parties informed of progress
- Provide timely and comprehensive information to Board for decision-making

EEC Overview: What we do



Early Education and Care: How Much There Is, How Much Is Subsidized

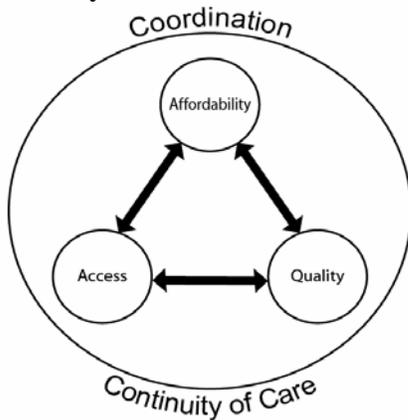


The left side of the chart represents the percentage of the population that EEC has the capacity to serve. The right side of the chart represents the percentage of capacity that is subsidized by EEC.

What we know:

- There is enough capacity supply in the system to serve 19% of the youngest children—those under 3, and EEC subsidizes about 20% of those children in care.
- Right now in Massachusetts, there is enough capacity in the system to provide some level of care, for some length of time for about 90% of all 3 and 4 year olds. Some further noise in that number is that our capacity captures children in this age group from 2 yrs 9 months through kindergarten, whereas obviously population statistics only capture actual ages, but suffice to say we don't have an "access" problem for pre-k. We do know that we have an affordability and a quality challenge.
- The smallest in terms of percentage supply is in schoolage care. This is not yet parsed out by age, but if it were you'd likely see a staircase up from 5-12, with fewer older kids receiving care both in terms of capacity and subsidy.
- The goal of this slide is not to suggest that Massachusetts has no challenges relative to pre-k, or that we provide enough financial assistance to make child care affordable. Instead, it is meant to illustrate that we need more and better data as we make these decisions, and that access is only one part of the TRI-LEMMA.

Early Education and Care "Tri-lemma"



EEC system must balance all three points of the triangle, and maintain coordination and continuity as priorities.

Long term: Broad questions to consider

What is the public vs. private obligation to:

- Balance access, affordability and quality
- Ensure better outcomes for all children
- Provide information on early ed and care options
- Provide parent education, family support, outreach
- Support quality improvement for all providers

?

100% Private \longleftrightarrow 100% Public

To be decided over time, informed by intermediate work.

For information on EEC's activities and children's issues, visit us at www.mass.gov/EEC.

Short and Intermediate Steps

- Decisions and direction on EEC system to inform long term, broader questions
- Focus over next several months is on short and intermediate steps regarding rates, access and quality

Rates Challenges

Rates are:

- Paid using multiple methods
- Set at local level by 164 CPC's for grants
- Set at state level for vouchers and contracts
- Based on price, not cost
- Often below market prices, gaps inconsistent
- Not tied to meaningful quality standards

Providers accepting state subsidies bear additional administrative burden and inequitable reimbursement.

Rates and Payment Guiding Principles

- Improve access – attract more providers, more choice for parents
- Improve quality
- Be consistent and equitable across state funding streams
- Reflect cost of care in various geographic areas
- Do not adversely affect affordability for private pay families
- Do not cut rates for CPC children currently in care
- Phase-in changes, if necessary, to maintain access

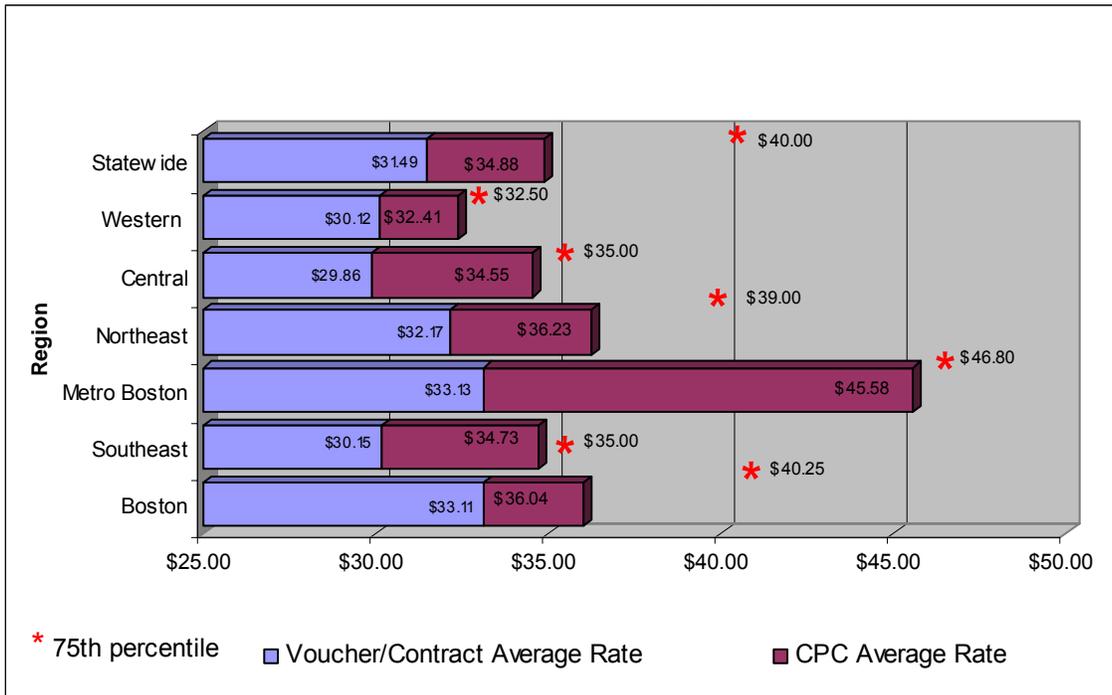
Short term, distribution of FY06 Rate Reserves:

- Available to CPC providers reimbursed at voucher/contract rates
- Not available to CPC providers reimbursed at other rates

Rates and Payment Steps

Short Term (FY06)	Intermediate (FY06)
<ul style="list-style-type: none">• Launch new Market Rate Survey (premised on determining cost, not price only)	<ul style="list-style-type: none">• Develop new rate schedule, informed by new Market Rate Survey process
<ul style="list-style-type: none">• Allocate \$12.5M rate reserve• Allocate \$1.35M Head Start increase• Transition toward consistent payment method	<ul style="list-style-type: none">• Reduce rate disparity• Reduce time to payment using automation• Phase in consistent payment method

**Rate Distribution Parity
Example: Center-based Pre-School Programs**



III. Initiate Market Rate Survey Process

Launch New Market Rate Survey

- Federal regulation: states must do market rate survey at least every two years
- Last Massachusetts survey in 2002
- Traditionally collects information on the prices providers charge the public for services
- Need to augment this with information such as providers'
 - actual costs of providing services, including major cost drivers
 - associated revenues
 - staff salaries and benefits
 - staff educational levels and experience
- Plan to have results by late spring 2006
- Will use to inform development of new subsidy rate values and other policies

On a motion duly made and seconded, it was:

VOTED: **unanimously, that the Board of Early Education and Care, in accordance with M.G. L. c. 15D and 45 C.F.R. Part 98, particularly §98.43(b)(2), grant approval to the Department to conduct a market rate survey and any other relevant provider surveys deemed necessary and appropriate by the Commissioner in fiscal year 2006.**

Rate Reserve Background

Historical Rate Increase Distribution

- FY05: \$5M entirely across-the-board (1.55%)
- FY04: \$7M entirely to address disparity for providers paid below 35th percentile of market rate
- FY01: \$25M widely varying rate increases, created four-tier system as incentive for quality initiatives
- No previous rate reserve ever used for CPC rates

Rate Reserve Options

Option 1: 100% used for Across-the-Board increase

- Same percentage increase for all voucher/contract rates
- In line with many providers’ expectations
- Does not address rate disparities

Option 2: 100% used for Disparity Reduction

- Different percentage increase for various voucher/contract rates, depending on gap from 75th percentile of private market rates
- Not in line with many providers’ expectations
- Addresses rate disparities

Option 3: Combination of Across-the-Board / Disparity Reduction

- Provide some across-the-board increase to all voucher/contract rates
- Target remaining reserve funds to disparity reduction
- In line with providers’ relative needs, but not necessarily expectations
- Somewhat reduces rate disparities

Range of Across-the-Boards and Disparity Reductions

	Across-the-Board % Increase		Rates Disparity Reduction	
Option 1	3.5%	\$12.5 M	–	\$0.0 M
Option 2	–	\$0.0 M	Raise all rates statewide to at least 35 th %ile of Private Market	\$12.5 M
Option 3	2%	\$7.0 M	Raise all rates statewide to at least 7 th %ile of Private Market	\$5.5 M

- Rate reserve \$12.5M would be fully expended under all options

Head Start Increase Allocation Background

- Federally funded program created in 1965
- Predominantly half-day, school-year
- Comprehensive school readiness program

Eligibility:

- Family income < 100% FPL (< 25% Massachusetts SMI)
- Up to 10% permitted to exceed income requirement
- 10% of capacity for children with disabilities
- No work requirement for families

	Federal Level	State Level 17 states, including Massachusetts	
Funded Enrollment Nationwide	910,000	28,000	
Spending Nationwide	\$6.6 B	\$178 M	
Spending in Massachusetts	\$106.8 M	\$6.146 M	
		Quality Enhancement for Entire Program	Expansion Provides Additional Slots
Funded Enrollment in Massachusetts	12,659	13,028 *	369
Existing State Supplement		\$4.436 M	\$1.710 M
FY06 New Funds		\$0.977 M	\$0.377 M
FY06 Proposed Total Allocation		\$5.413 M	\$2.087 M

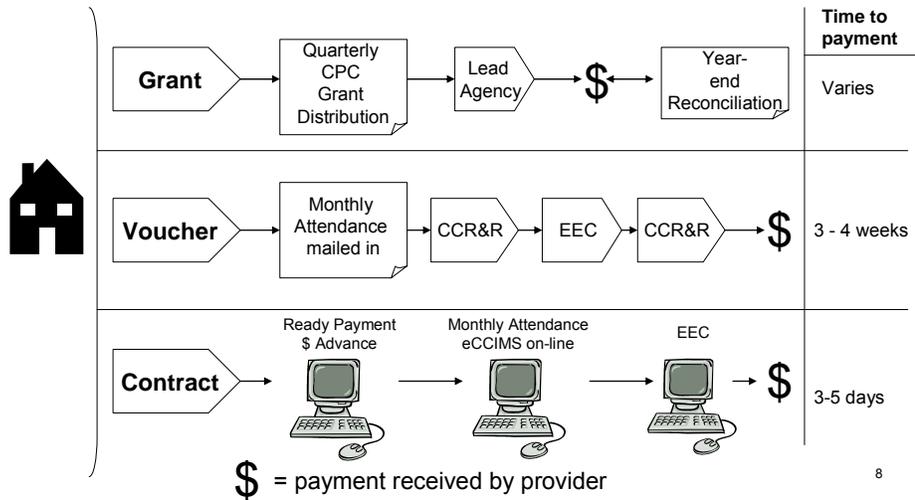
Distribution of FY06 Massachusetts State Supplement Increase

- FY06 budget of \$7.5M includes additional \$1.35M in State supplement funding
- Historical distribution to 30 Head Start programs proportionately based on their existing allocations, in conjunction with additional information required from Head Start programs (in coordination with Federal ACF)
- Expansion and Quality Enhancement efforts to be aligned with EEC's Access and Quality strategies

Nationwide data as of 2003

* Quality Enhancement funding intended to benefit children in both federal- and state-funded slots

Provider Payment: Variability creates unnecessary administrative burden and uneven cash flow



Options for Provider Payment

For payment of direct services only, child-specific subsidy:

Option 1: Status quo: maintain mix of all payment types

- Leaves current multiple funding streams in place
- Does not maximize parent choice or minimize administration for provider

Option 2: Phase out one or more payment types

- Begins to work toward system of early education and care
- In line with recommendation of Early Education and Care Council
- Begins to maximize parent choice and reduce provider administrative burden

Three Methods of Procuring and Paying for Direct Services to Children

EEC SUBSIDY TO PARENT IS:	DIRECT	INDIRECT	
	Vouchers	Contracts	Grants
Families' Perspective:			
To Maximize Access and Choice	+	-	?
Providers' Perspective:			
To Maximize Financial Security	-	+	+
EEC's Perspective:			
To Maximize Efficiency and Policy Flexibility	+	-	-

- Applies to direct service funding only
- Assumes that the Voucher process is streamlined to minimize provider workload and payment delay

Access Challenges

- Choice of provider driven by funding stream
- No single source of complete information
- Conflicting eligibility standards
- Wait list not reliable
- Administrative infrastructure not aligned
- Multiple family support programs not aligned

Different eligibility criteria and inconsistent information lead to uneven access for families. Family support programs will be discussed more at a later date.

Access Guiding Principles

- Minimize administration, maximize automation
- Empower parents to make good decisions for their children
- Empower providers to make good decisions for their programs to improve quality and business practices
- Make policy at state-level that empowers parents and providers
- Ensure consistent “upload and download” of data and information to make good policy
- Maintain diversity and community focus for service delivery
- Emphasize coordination/collaboration with other programs and agencies to improve outcomes

Access Steps

Short Term (FY06)	Intermediate (FY07)
<ul style="list-style-type: none"> • Establish consistent eligibility factors, balancing needs of parent <i>and</i> child 	<ul style="list-style-type: none"> • Fully automate intake, eligibility and referral AND align infrastructure to:
<ul style="list-style-type: none"> • Infrastructure: Determine appropriate decision-making and functions to be performed at state, regional and local levels 	<ul style="list-style-type: none"> • Empower parents and providers in good decision-making • Facilitate transitions between/among programs • Minimize administration • Generate reliable data

Short Term: Eligibility Factors to Balance Priorities- Background

	<u>Criteria*</u>	<u>Research-based risk factors</u>
<u>Parent</u>	Income (required, but level varies)	Poverty
	<i>Discretionary Priority:</i> Disability (definition varies)	Diminished capacity to care for child (e.g. substance abuse, mental illness, disability)
	Custodial Grandparent	<i>Child at-risk, by virtue of other factors</i>
	<i>Domestic Violence, but not specified</i>	Domestic Violence
	Foster parent	<i>Child at-risk, by virtue of other factors</i>
<u>Child</u>	Open case with DSS	Abuse or neglect
	Homelessness	Homelessness
	<i>English Language Learner, not specified</i>	English Language Learner

*Priority status for families receiving transitional assistance and for children in special education not included here because it is consistent and non-discretionary.

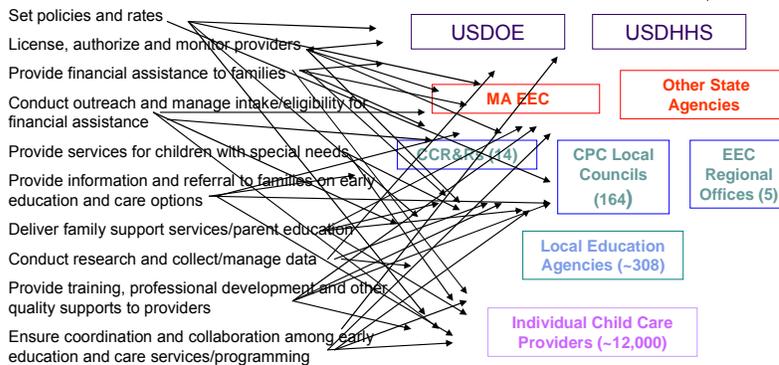
Eligibility Factors/Income Requirements
Current Eligibility Based on outdated State Median Income (SMI)

Income Level, Family of 3	FY00 SMI (Current)	<i>FY05 SMI</i>	Children receiving EEC subsidy	Children on Waiting Lists*
\$28,963	50%	<i>44%</i>	47,411	14,407 (?)
\$49,236	85%	<i>75%</i>	8,732	?
\$57,925	100%	<i>88%</i>	1,261	?
\$72,406	125%	<i>110%</i>	535	?

***Does not include CPC waitlist data. May include families above 50% SMI.**

- Options for Income Eligibility:
 - Status quo: Continue differing eligibility criteria
 - Choose consistent income level
- Options for Discretionary Priority:
 - Status quo: Maintain current priorities
 - Prioritize other risk factors
- Options for balancing access with limited resources:
 - Prioritize families based on risk factors first
 - Prioritize families based on income first
 - To be determined with options above, and other factors . . .
- Other factors relevant to eligibility for financial assistance:
 - Family co-pay:
 - Level would change with update of SMI from 2000 to 2005
 - Is current co-pay expectation appropriate as % of income?
 - Subsidy amount is higher for lower-income families, so fewer families can be served within the same budget
 - Waitlist implications unclear, since data is not available on need for financial assistance
 - How should work status factor in if other criteria are met?
 - How should age of child factor in as a priority?
 - How should siblings of eligible children factor in for priority?

Early Education and Care in Massachusetts Key Functions and Administrative Infrastructure



... no match between function and level. Key functions should align vertically and horizontally to ensure accountability, coordination and efficiency.

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Determining appropriate decision-making and functions, by level

Which level should perform key functions, and make which decisions?

State Level: What policies are best for our state?

Local/Regional Level: Support system designed to *facilitate* state, parent, and provider decisions – to be informed by PCG study.

Parent Level: What is best for my family or child?

Provider Level: What is best for my business/school and the children it serves?

Studying the Infrastructure: PCG Project Overview

EEC has engaged PCG to collect CCR&R and CPC information in the following topic areas:

- Budgets, Workforce Development, IT, Functional Processes and Policies (Intake, Eligibility Determination, Referral, Payments and Billing, Other Services), Data Collection

PCG is using several methods to collect information

- Collection of data and information already maintained by EEC
- Surveys, site visits, statewide meeting for CPC coordinators

Timeline:

- Site visits: October 3 – October 21
- Surveys sent out: Weeks of 10/17 & 10/24
- Statewide meeting for all CPC coordinators: October 31
- Final report due: November 15

Access: Family Support Options

Short Term (FY06)	Intermediate (FY07)
Approve priorities for FY06 PCHP increase	<ul style="list-style-type: none"> • Raise awareness of programs working toward common goals and outcomes for children and families
	<ul style="list-style-type: none"> • Serve as lead partner to promote coordination at state and local levels

IV. Parent Child Home Program funds allocation

Short Term: Approve PCHP Priorities

Background:

- Currently allocated \$1 million: 25 sites at \$40K each
- Provides two home visits/week for 393 families with 2-3 year olds.
- Home visits include parent education, family and early literacy, based on specific books and related toys.

FY06 \$1M increase to be prioritized by:

- Immediate allocation to existing sites with highest need
- Competitive process for expansion at new or existing sites based on highest need communities, and ability to maximize families served by leveraging other resources and partnering with other programs.

On a motion duly made and seconded, it was:

VOTED: unanimously, that the Board of Early Education and Care approve the Department’s priorities for the expenditure of Parent-Child Home Program funds.

Quality: Challenges

- Multiple regulations and standards lead to uneven licensure and accreditation requirements.
- Duplicative program licensing, accreditation and monitoring leads to increased admin, not quality.
- Multiple certification/training requirements not connected to career path
- Useful, flexible, child assessment should be developed, not consistent now.

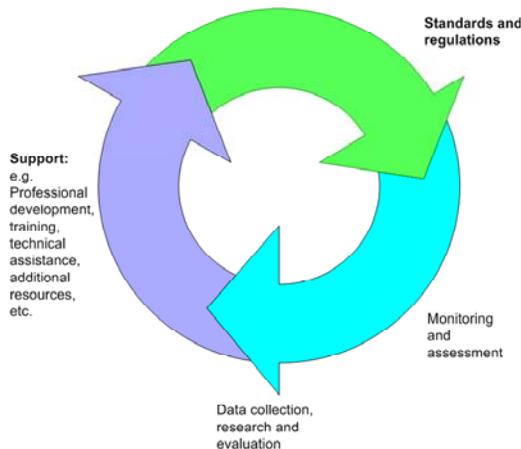
Administrative policies and requirements not aligned to support continuous quality improvement. We must balance quality improvements with impact on rates and access.

Quality Guiding Principles

- Include family child care, public schools, group child care, Head Start, faith-based care, other non-profit programs
- Build on strengths of current system regulations and standards
- Include children of all abilities, from birth through school age
- Base on knowledge of child growth, development and outcomes
- Develop and implement with thorough input from all stakeholders
- Support all providers to continuously improve programs
- Ensure that parents have a variety of program choices
- Balance improvements with affordability for parents
- Embrace diversity and cultural competency
- Draw on other stakeholders' quality improvement projects
- Continue to be a national model in early education and care

Any changes in requirements or quality improvements will be thoughtful and supportive of the rich variety of care options we currently have.

Quality Improvement Continuum- Align administrative requirements to support continuous improvement



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Quality Steps

Short Term (FY06)	Intermediate (FY07)
<ul style="list-style-type: none"> • Submit Workforce Development Plan for submission to Legislature December 30 	<ul style="list-style-type: none"> • Further develop and begin implementing Workforce Development Plan
<ul style="list-style-type: none"> • Approve Guidelines for Early Educator Scholarship 	<ul style="list-style-type: none"> • Align scholarship assistance with Workforce Plan
<ul style="list-style-type: none"> • Continue existing quality initiatives for EEC-subsidized programs 	<ul style="list-style-type: none"> • Align regulations and standards
<ul style="list-style-type: none"> • Develop and pilot kindergarten readiness assessment system 	<ul style="list-style-type: none"> • Further develop and pilot kindergarten readiness assessment system

For information on EEC's activities and children's issues, visit us at www.mass.gov/EEC.

Short Term: Workforce Development Plan

Outline for Workforce Development Plan:

1. Data on workforce- critical to inform decisions
2. Matrix of Core Competencies *and skills*
3. Evaluation system to measure mastery of #2
4. Credentialing and career path built on #2 and 3
5. Alignment with other partners to implement #2-4

Varying “Core Competencies” to evaluate workforce qualifications . . .



NATIONAL		MASSACHUSETTS		
NAEYC	Child Development Associate (CDA) (up to age 6)	EEC Licensure (for Group and School Age Programs)	DRAFT Massachusetts Early Childhood/School-Age Core Competencies	MA School age practitioner MSAC (age 5-14)
Standard 1: Promoting Child Development and Learning	1. To establish and maintain a safe, healthy learning environment Areas (Safety, Health, Learning Environment)	The study of Early Childhood Education shall be categorized as follows:	1. Child Growth and Development	1. Child and Youth Development
Standard 2: Building Family and Community Relationships	2. To advance physical and intellectual competence Areas (physical, cognitive, communication, creative)	a) Child Growth and Development, Birth-Eight years	2. Families	2. Safety, Health, and Nutrition
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	3. To support social and emotional development and to provide positive guidance. Area (self, social, guidance)	b) Planning Programs and Environments for Young Children	3. Healthy, Safe, and Purposeful Learning Environment	3. Activities and Curriculum
Standard 4: Teaching and Learning	4. To establish positive and productive relationships with families. Area (families)	c) Curriculum for Early Childhood Settings	4. Observation and Assessment	4. Environment
Standard 5: Becoming a professional	5. To ensure a well-run, purposeful program responsive to participant needs. Area (program management)	d) Child and Classroom Management	5. Promoting Development and Learning	5. Guidance
	6. To maintain a commitment to professionalism. Area (professionalism)	e) Advanced or Specialized Early Childhood Education or Development	6. Relationships and Guidance	6. Program Management
		f) Children with Special Needs, Birth-16 years	7. Program Planning and Development	7. Families, Communities, and Schools
		g) Infant and Toddler Development, Care, and/or Program Planning	8. Professionalism	8. Professionalism
		h) Health and Safety in Early Childhood		
		i) Families and Community		
		j) Day Care Policy		
		k) Supervision or Staff Development in Early Childhood Education		
		l) Day Care Administration		

Common Themes among all Core Competencies:

- Understanding of child development, behavior and learning domains
- Interaction with family, child and community
- Program planning, instruction and curriculum development
- Ongoing child and program assessment
- Ongoing professional growth and development

**Short Term: Outline for Workforce Development Plan
Matrix of Core Competencies and Skills**

	Knowledge	Skills and Professional Attitude
Understanding of Child Development, Behavior and Learning Domains		To be developed with input from field, used for: Evaluation Credentialing Career Path Professional Development
Interaction with Family, Child and Community		
Program planning, instruction and curriculum development		
Ongoing program and child assessment		
Ongoing professional growth and development		

V. *Early Educators Scholarship Program guidelines*

**Guidelines for Early Educator Scholarship
\$1M funded at Board of Higher Education (BHE)**

Eligibility Criteria established by FY06 line item language:

Applicants must:

- Be enrolled or accepted in a degree granting program in early childhood education or related field at a 2 or 4 year college or university in Massachusetts
- Be working in an EEC-licensed/license-exempt early education and care program.
- Be willing to sign an agreement to continue employment as an early educator in Massachusetts upon graduation.
- Complete a Free Application for Federal Student Aid.
- Preference given to applicants recommended by someone knowledgeable of candidate's dedication and commitment to early education and care.
- Awards will cover the cost of up to three courses per semester.

Criteria at discretion of Board of Early Education and Care *and BHE*:

- Not available to those with a prior bachelor's degree.
- Applicants must have worked *for at least one year* in an EEC-licensed/license-exempt early education and care program
- Award value capped at average cost of tuition, fees and related expenses, at various institutions.

Board members raised concerns that the original guidelines, as drafted, did not offer any assurance that scholarship recipients would remain in the field upon graduation.

It was decided that the guidelines be amended to include a requirement that award recipients sign an agreement to continue employment as an early educator or provider in the Commonwealth of Massachusetts. The expectation is that students will continue to be employed in the early childhood education field as educators or providers in Massachusetts for six months per semester of scholarship receipt, not to exceed a two year maximum commitment upon graduation from an associate’s degree program and a four year maximum commitment upon graduation from a bachelor’s degree program.

VOTED: that the Board of Early Education and Care, in accordance with Chapter 45 of the Acts of 2005, Item 7070-0065 and M.G. L. c. 15D, § 5, approve the scholarship program guidelines, as amended by the Board, for the Early Childhood Educators Scholarship Program.

Short Term: Continue Existing EEC Quality Initiatives

- While system development is underway, continue existing quality initiatives for EEC-subsidized programs:
- Voucher/Contract rate add-ons for various “Tiers”
- NAEYC accreditation requirement for CPC funding
- Goal for center-based CPC providers to hire new staff in 2010 w/AA; 2017 w/BA- (EEC to improve outreach to clarify actual requirement.)

Intermediate: Align Standards and Regulations

Standards and Regulations
Example: Center-based Pre-K Provider



... requirements touch on similar areas, but with varying degrees of detail.

	Child Issues (e.g., social emotional, basic needs, interactions)	Programming (e.g. curriculum, family involvement)	Environment (e.g., accessibility, health/safety, indoor/outdoor space)	Staff (e.g., qualifications, supervision, evaluation)	Financial Procedures (e.g., how \$ is spent, accountability, compliance)	Administration (e.g., policies and procedures, hiring, recruitment & retention, staff development)
EEC Licensing Regulations	✓	✓	✓+	✓	✓	✓
EEC Pre-K Program Standards (Blue Book)	✓+	✓+	✓	✓+	✓+	✓
Head Start/PRISM	✓+	✓+	✓+	✓+	✓+	✓+
NAEYC Accreditation	✓+	✓+	✓+	✓+	✓+	✓+
EEC Pre-K Curriculum Guidelines (Green Book)	✓+	○	✓	○	○	○

✓ = required ○ = not addressed ✓+ = required, in detail

Standards and regulations should be aligned to build quality.

Options to Align Standards and Regulations

- Option 1: Continue on current path
Develop standards by type of care and age, and align with existing regulations
- Option 2: New system
Develop common core regulations for all care, with more detailed guidelines based on setting and child development stages

Either option will continue to include multiple areas: *child issues, programming, environment, staff, administration, and finance*

Option 1: Continue on current path

	Family Child	Group Child Care	Public School
1 month- 2 years, 9 mos.	R	R	n/a
2 years, 9 mos. - K		R CPC only: R + S	S
K - Age 12		R	n/a (or R*)
K - Age 14	n/a		

R = Regulations (varies by program type)

S = Standards

R* = Public School Schoolage programs are license-exempt, but a few choose to be licensed

Actual changes regarding this issue will only be made after a thorough and thoughtful process involving all stakeholders. In the meantime, all current regulations remain in effect.

Option 2: Develop new system, based on child development stages and provider setting

	Small Group or Family (<= 10)	Core R	Large Group or School (11 +)
Infant	✓+		✓+
Toddler	✓+		✓+
Pre-K	✓+		✓+
Kindergarten	✓+		✓+
Elementary School	✓+		✓+
Middle School	✓+		✓+

R = Regulations emphasizing core intent appropriate to all settings and ages, with flexibility in implementation

√+ = Regulations providing specific regulatory guidance by developmental stage of child type of provider setting

Actual changes regarding this issue will only be made after a thorough and thoughtful process involving all stakeholders. In the meantime, all current regulations remain in effect.

Short Term and Intermediate: Develop and Pilot Assessment System

Legislation requires: “the development and piloting of a kindergarten readiness assessment system . . .”

Child Assessment should:

- Bring about benefits for children (National Education Goals Panel, 1998)
- Not be used to judge or label children
- Be developmentally appropriate, flexible, ecological, whole-child focused, strength-based, skills-based, and family-centered (Bagnato et al., 1997; Bricker, 2002)
- Be an on-going record of a child’s progress across domains of early development and learning
- Be culturally and linguistically appropriate
- Support good communication between providers and families
- Be used only for its intended purpose and not taken out of context
- Improve early education and care by informing curriculum, standards, and workforce development.

Key Resources For All Options: Information Technology and Funding

- Information Technology Report due to Legislature November 30
- Further spending plan decisions for review on December 6

EEC Information Technology

Guiding Principles

- Provide consistent, accurate, one-stop shopping for information about all early education and care to parents and others
- Empower families by providing easy access to information
- Recognize “digital divide”: accommodate it *and* work to close it
- Reduce administrative burden for parents and providers
- Allow evaluation of quality initiatives on child outcomes
- Help articulate career paths for early childhood educators
- Provide complete, real-time information for decision makers, policy staff, and researchers

Information Technology Report FY06 Budget Requirement (3000-1000)

- Submit report to Committee Chairs and A & F by November 30
- Provide cost estimate and plan for:
 - Comprehensive database of early childhood educators and providers;
 - Database of children waiting for and receiving early education and care services, compatible with DOE and HHS identifiers;
 - Tracking system for the longitudinal study of the effects of various early education and care programs

Outline of Report for Board consideration:

1. Build the foundation- *internal IT infrastructure improvements*
2. Centralize existing data- *move all data to state level*
3. Improve access to existing data- *add reporting functionality*
4. Expand depth and breadth of data
5. Automate transactions

IT Plan and Deliverables

Centralize existing data

- Centralize data on all EEC providers – licensed, exempt, authorized and camps-and information on children served through EEC subsidies

Improve access to existing data

- Implement on-line clearinghouse of all EEC resources
- Consolidate waitlist and centralize selection for enrollment

Expand depth and breadth of data

- Design/build clearinghouse for workforce development resources
- Implement early childhood educator database
- Begin assigning DOE student identifier (SASID) for longitudinal child tracking
- Deploy program assessment tools to evaluate child outcomes and school readiness

Automate transactions via the Internet

- Qualify children for care via automated eligibility and intake system
- Collect license fees and process applications and renewals
- Allow on-line registration for courses, training, and accreditation
- Streamline internal operations across all divisions by automating licensing processes, and improving calendaring and team collaboration software

Coming December 6

- Policy recommendations and Board votes on:
 - Allocation of FY06 Rate Reserve
 - Allocation of FY06 Head Start increase

- Submission of IT Report to Legislative Chairs
- Policy options and further analysis for:
 - Provider payment method (voucher, contract, grant)
 - Consistent Eligibility Criteria
 - Infrastructure Alignment
 - Workforce Development Plan
- Recommendations and Board votes on related budget issues:
 - FY06-07 spending plan details to support policy recommendations
 - Potential request for FY07 expansion above 2% growth cap
- Recommendations for funding to:
 - Reduce waitlist
 - Reduce rate disparity
 - Improve quality
 - Improve IT capacity- internally and for providers
 - Provide parent outreach and education

On a motion duly made and seconded, it was:

VOTED: unanimously that the meeting adjourn at 3:15 p.m., subject to the call of the Vice-Chairman.

Respectfully submitted,

Ann J. Reale
Commissioner of Early Education and Care